

Psychological Abstracts

VOLUME 26 • NUMBER 2 • FEBRUARY 1952

EDITOR
C. M. LOUHTI

ASSISTANT EDITOR
ALLEN J. SPROW

Editorial Office: UNIVERSITY OF ILLINOIS, URBANA, ILL.; *Business Office:* PRINCE AND LEMON STREETS, LANCASTER, PENNSYLVANIA AND 1515 MASSACHUSETTS AVE., N. W., WASHINGTON 5, D. C. Send changes of address to: Psychological Abstracts, 1515 Massachusetts Ave., N. W., Washington 5, D. C.

CONTENTS

General	602-649
Theory & Systems • Methods & Apparatus • New Tests • Statistics • Reference Works • Organizations • History & Biography • Professional Problems of Psychology • Films	
Physiological Psychology	650-658
Nervous System	
Receptive and Perceptual Processes	659-688
Vision • Audition	
Response Processes	689-695
Complex Processes and Organizations	696-756
Learning & Memory • Thinking & Imagination • Intelligence • Personality • Aesthetics	
Developmental Psychology	757-787
Childhood & Adolescence • Maturity & Old Age	
Social Psychology	788-885
Methods & Measurements • Cultures & Cultural Relations • Social Institutions • Language & Communication • Social Action	
Clinical Psychology, Guidance, Counseling	886-986
Methodology, Techniques • Diagnosis & Evaluation • Treatment Methods • Child Guidance • Vocational Guidance	
Behavior Deviations	987-1066
Mental Deficiency • Behavior Problems • Speech Disorders • Crime & Delinquency • Psychoses • Psychoneuroses • Psychosomatics • Clinical Neurology • Physically Handicapped	
Educational Psychology	1067-1112
School Learning • Interests, Attitudes & Habits • Special Education • Educational Guides • Educational Measurement • Educational Staff Personnel	
Personnel Psychology	1113-1139
Selection & Placement • Labor-Management Relations	
Industrial and Other Applications	1140-1162
Industry • Business & Commerce • Professions	

SUBSCRIPTION \$7.00 A YEAR FOREIGN \$7.50

PUBLISHED MONTHLY, WITH TWO ISSUES DURING DECEMBER, AT PRINCE AND LEMON STREETS, LANCASTER, PENNSYLVANIA
BY THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INCORPORATED

Entered as second-class matter July 12, 1937, at the post-office at Lancaster, Pa., under the Act of March 3, 1879. Acceptance for mailing at the special rate of postage provided for in the Act of February 26, 1925, embodied in paragraph (d-2), Section 34.40, P. L. and R. of 1948, authorized October 24, 1947.

AUTHOR INDEX¹

- Abuzzi, A., 1140
 Adams, C. R., 863
 Adams, J. A., 718
 Adcock, C. J., 740
 Adler, G., 741
 Albee, G. W., 1030
 Albrecht, R., 864
 Alimena, E., 904
 Allison, J., 1053
 Allen, W. P., 759
 Allport, G. W., 839
 Almada, A. A., 956
 Amado, G., 755
 American Association for Gifted Children, 759
 American Standards Association, 668
 Ammosa, R. B., 709
 Anderson, J. M., 1031
 Andriola, J., 1032
 Ancombe, F. J., 620
 Arakawa, Y., 678
 Arenberg, C. M., 788
 Arnou, A. J., 1033
 Asch, S. E., 659
 Ascoli, G., 760
 Aubin, H., 1000
 Bailey, P., 654
 Baker, S. J., 611
 Balandier, G., 840
 Banks, W. S., Jr., 841(a)
 Barabec, E. L., 1050(a)
 Barber, J. L., 1143
 Barker, R. C., 789
 Baroni, A., 761
 Bartley, S. H., 1141
 Beeche, H., 1018
 Beechey, R., 975
 Bellsmith, E. B., 962
 Benedek, E., 612
 Bergler, E., 1158
 Bernard, J., 790
 Bernfeld, S., 635
 Bernheim, F., 653
 Bernstein, L., 947
 Berry, B., 842
 Betts, E. A., 1071
 Biemans, J., 843
 Bigelow, K. W., 844
 Billett, R. O., 762
 Billingsley, F. V., 940
 Blodgett, L. M., 710
 Blotterman, M. E., 728
 Bligh, H. F., 835
 Boardman, R. K., 759
 Bohn, R. W., 892
 Bonaventura, E., 613
 Bonnardel, R., 1122
 Bordley, J. E., 1063
 Borel, E., 627
 Bosard, J. H. S., 776
 Boyd, G., 1072
 Bradford, L. P., 1095
 Bristow, W. H., 759
 Brody, E. B., 941
 Brodgen, W. J., 711
 Brower, E., 773
 Brown, D. G., 1089
 Brown, R., 669(a)
 Brozek, J., 777
 Bruce, R. H., 670
 Brunner, E. de S., 845
 Brunswik, E., 660
 Bryan, G. L., 695
 Buck, J. N., 905
 Bugelski, B. R., 602
 Buhler, C., 893
 Bull, N., 998
 Burguet, J., 1035
 Burlingame, C. C., 987
 Burlingham, D., 763
 Burnham, R. W., 671(a)
 Burrows, A. T., 1073
 Burton, H. W., 896
 Buytendijk, F. J. J., 988
 California Youth Authority, 764
 Callahan, R., 912
 Campbell, A., 791
 Caron, M., 1019
 Carrolo, A. M., 865
 Carter, L., 792
 Caruso, I. A., 906, 907
 Cattell, R. B., 829, 886
 Cauffman, P. W., 908
 Champion, R. A., 697
 Chevinny, H., 1060
 Chiodi, V., 909
 Clague, E., 778
 Clark, J. H., 1020
 Clark, R. E., 1021
 Cobb, S., 989
 Coburn, H. E., 614
 Cofer, C. N., 698
 Combs, A. W., 942
 Coover, R. L., 866
 Costa, A. M., 743
 Courville, C. B., 1054
 Covner, B. J., 1113
 Craig, M. L., 759
 Crampton, J. E., 976
 Cressey, D. R., 1022
 Croft, J., 1096
 Cruickshank, W. M., 1061
 Dailey, C. A., 894
 Darley, J. G., 793, 794
 Dattman, P. E., 731
 David, H. P., 910
 David, P. M., 795
 Davidson, H. R., 1144
 Davidson, K. S., 846
 Davis, A., 847
 Davis, W., 759
 Dearing, W. P., 887
 Delgado, H., 990
 Del Olmo, F., 1100
 Denemark, G. W., 860
 Denton, E. J., 681
 Dibbon, P., 636
 Dijksterhuis, E. J., 636
 Dimmick, F. L., 676(a)
 Dodd, S. C., 848
 Dolch, E. W., 1074
 Dolphin, J. E., 1061
 Dörflinger, W., 1129
 Doyle, M. P., 1062
 Draconides, N. N., 615
 Dubois, J., 765
 Duggan, D. D., 772
 Duval, E., 867
 Ebaugh, F. G., 637
 Ebe, M., 678
 Ebeling, E., 759
 Eichler, R. M., 911
 Elbert, H., 1130
 Eisler, H. E., 1159
 Eisler, K. R., 1034
 Ejercito, A., 689
 Ekman, G., 742
 Ellenberger, H., 991
 Elliott, M. A., 796
 Ellis, A., 644, 975
 Ely, H., 1035
 Ely, J. H., 628
 Engel, G. L., 1001
 Epstein, L. J., 919
 Ermet, E., 1075
 Ernst, J., 744
 Eron, L. D., 912
 Eschenbach, A., 724
 Evans, J. P., 1055
 Evans, K. M., 1110
 Evvard, E., 1002
 Fabian, A. A., 976
 Fairbanks, G., 878
 Falorni, M. L., 913
 Fellows, E. W., 603
 Ferdière, G., 1036
 Ferguson, A. E., 621
 Ferguson, J. K. W., 652
 Fernandes, B., 1037
 Ferrio, C., 690
 Festinger, L., 797
 Fidler, J. W., Jr., 1038
 Fiedler, F. E., 943, 1013
 Field, H., 1123
 Finch, F. H., 830
 Finesinger, J. E., 1030(a)
 Finlayson, D. S., 1101
 Fisher, R. L., 745
 Fitzgerald, G. B., 1067
 Flanagan, J. C., 1114
 Pollin, S., 1047
 Pontes, V., 977
 Fordham, M., 766
 Foster, R. G., 888
 Fouquet, P., 1003
 Frank, J. D., 944
 French, J. R. F., Jr., 798
 Freud, A., 763
 Friedsam, H. J., 779
 Fulchignoul, E., 746
 Furchtgott, E., 650
 Gallo, S., 879
 Gardner, B. B., 1115
 Garmentia de Orosio, A., 735
 Garner, W. R., 688, 1143
 Garrett, H. F., 1102
 Garvey, J. T., 1046
 Gatling, F. P., 712(a)
 Gehlen, A., 799
 Gellerman, S., 916
 Gemelli, A., 691, 880
 Gerard, R. W., 885
 Gerathwohl, S. J., 661, 692
 Germani, G., 868
 Gibb, C. A., 800, 801
 Gibby, R. G., 846
 Giedt, F. H., 1090
 Gilchrist, J. C., 650
 Gillespie, J. J., 1131, 1145
 Gill, R., 909
 Gillin, J., 849
 Girod, R. P., 802
 Giuliani, C., 909
 Godlove, I. H., 1146, 1147(a)
 Goguelin, P., 1124
 Gold, M. J., 1068
 Gomes, S., 1037
 González-Bustamante, J. J., 1023
 Goodell, H., 663
 Gordon, L. V., 645
 Gottsdanker, J. S., 1132
 Grace, W. J., 1051
 Grant, D. A., 713, 714
 Gray, W. S., 1076
 Green, G. A., 695
 Greenhalgh, A. J., 736
 Grégoire, A., 1077
 Greig, A. R., 982
 Grinstein, A., 747
 Gross, I. H., 1141
 Gross, N., 869
 Gruesser, M. J., 850
 Grünwald, E., 945
 Grunwald, H., 978
 Guertin, W. H., 914, 930
 Guetzkow, H., 803, 814, 917
 Gunn, D. G., 748
 Gustad, J. W., 983
 Guth, S. K., 672
 Guyon, R., 693
 Haber, H., 661
 Hadden, S. B., 946
 Haire, M., 1132
 Hake, H. W., 713, 714
 Hall, C. L., 1069
 Hall, K. R. L., 1039
 Halle, L., 655
 Hallock, G. T., 759
 Hallowell, A. L., 662
 Hamburger, F., 767
 Hammer, E., 927
 Hammond, K. R., 915
 Harding, G. T., 947
 Hardy, J. D., 663
 Hardy, W. G., 1063
 Harlow, H. F., 804
 Harold, B. B., 1066
 Harris, D. H., 1052
 Harrison, M. J., 664
 Harrison, S., 664
 Hartley, E., 805
 Hays, W., 916
 Headley, D., 978
 Hecker, A. O., 926
 Hecker, P. M., 630
 Henry, W. E., 917, 1125
 Herma, H., 660
 Herskovits, M. J., 806
 Heyl, E. B., 1148
 Heyna, R. W., 814
 Hill, J. H., 622
 Hinkley, E. D., 699
 Hire, A. W., 918
 Hjelt, E., 1024
 Hobbs, N., 759
 Hoehn, A. J., 830
 Hogan, T. K., 629
 Holstetter, P. R., 757
 Hohne, H. H., 1103
 Holden, M. A., 976
 Holmes, W. H. E., Jr., 1135
 Hornsath, J. F., 714
 Horrocks, W. B., 1078(a)
 Horton, P. B., 870(a)
 Horst, F., 807
 House, B. J., 730
 Howie, D., 737
 Hsiao, P. S. Y., 691
 Hsu, F. L. K., 851
 Hubbard, W. R., 715
 Hulbert, E. O., 673
 Hughes, E. C., 808
 Hughes, H., 919
 Hunt, J. M., 729, 948
 Hunt, W. A., 895, 896
 Hunter, E. C., 1091
 Hurter, W. W., Jr., 633
 Husband, R. W., 646
 Huth, A., 604
 Huxley, J., 616, 617
 Igersheimer, W. W., 1040
 Illinois University, Division of University Extension, 1149
 Inlow, G. M., 1092
 Irion, A. L., 716
 Irwin, O. C., 768
 Israel, H. E., 731
 Israel, J., 947
 Jacobs, R., 984
 Jacobson, E., 1133
 Jaeger, R., 878
 Jarrett, R. F., 630
 Jarvik, M. E., 717
 Jenkins, W. L., 1150
 Johnson, P. O., 631
 Jones, O. R., 1126
 Jordan, R. E., 1064
 Jost, H., 919
 Jurgensen, C. E., 682
 Kafka, G., 949
 Kahn, R. L., 1134
 Kallmann, F. J., 992
 Kaniss, G., 920
 Karp, E. L., 1067
 Kates, S. L., 769
 Kattsoff, L. O., 809
 Katz, D., 831
 Katzenstein-Sutro, E., 700
 Kaufmann, P., 950
 Keats, J. A., 633
 King, E. S., 687
 Kierboe, F., 780
 Klapman, J. W., 951
 Klein, F., 1053
 Kline, M. V., 952
 Knauff, E. B., 1116, 1127
 Kneale, W., 623
 Knight, E. W., 1069
 Koch, S., 701
 Koechlin, P., 1047
 Koenig, R., 871
 Kogan, L. S., 948, 953
 Koomen, M., 674
 Kotsovsky, D., 781
 Kriedt, P. H., 986
 Krueger, L., 759
 Kubie, L. S., 885
 Kusch, E. H., 954
 Kushner, R., 1097
 Kyllonen, T. E., 1117
 La Barre, W., 993
 La Brant, L., 759
 Lagunilla Inárritu, A., 872
 Lally, A., 759
 Lamoreaux, R. R., 722
 Landis, C., 651
 Lange-Eichbaum, W., 738
 Lauer, J., 1118
 Laville Urbina, M., 1025
 LaViolette, F., 810
 Lawhe, C. H., 1135
 Laycock, S. R., 759
 Lender, M. A., 897
 Le Gallia, P., 1043
 Lejina, P., 1026
 Lemeni-Makedon, O., 1079
 Levinson, D. J., 852
 Lewin, H. S., 934
 Lewinsky, H., 1004
 Lewis, D., 718
 Lewis, C., 636
 Lewis, N. D. C., 994
 Liberman, A. M., 719
 Licklider, J. C. R., 885
 Lindzey, G., 832
 Lippert, E., 921
 Long, H. H., 853
 Lore, L., 1002
 Lorge, I., 1097
 Lorr, M., 922
 Low, F. N., 670
 Lowe, W. L., 1089
 Lubin, A., 624, 935
 Lucas, L., 954
 Lucero, R. J., 923
 Luchins, A. S., 955
 Lunden, W. A., 811
 Luzzatto, F., 702
 Lyle, M. S., 873
 Maas, L. O., 1150
 McAllister, B., 1080(a)
 McAllister, D. E., 718
 McCann, W. H., 956
 McClelland, D. C., 703
 MacCorquodale, K., 618
 McCulloch, W. S., 885
 McDonald, E. C., Jr., 957
 McElwain, D. W., 624
 Mack, R. W., 874
 MacKay, R. A., 652
 McKeachie, W. J., 605
 McKinney, F., 772
 MacKinnon, D. W., 958
 McLaughlin, L. K., 1098
 MacLeod, R. B., 812
 Macmillan, J. W., 813
 McNeil, E. B., 846
 Maddox, H., 621, 998
 Mainwaring, J., 749
 Mais, R. D., 924
 Majluf, E., 1014
 Majorana, A., 720
 Malherbe, E. G., 854
 Mallart, J., 1119, 1128
 Malberg, B., 1041
 Manis, J. C., 647
 Manson, G. E., 1139
 Margolis, G., 653
 Marion, B. V., 1099
 Marks, M. R., 634
 Marquis, D. G., 814
 Martens, E. H., 759
 Martindale, D. A., 815
 Masière, J., 979
 Mauney, J., 667
 Maxwell, M. A., 1005
 Mead, M., 855, 885
 Medvei, V. C., 665
 Meel, P. E., 618
 Meer, B., 925
 Meister, M., 759
 Menninger, C. F., 898
 Mercer, M., 926
 Merrill, F. E., 796
 Meyer, A., 637
 Meyer, B. T., 923
 Meyer, D. R., 721
 Meyers, R., 656
 Michal-Smith, H., 927
 Migliorino, G., 704, 732
 Miles, H. W., 1050(a)
 Miller, J. G., 959
 Miller, L. M., 1070
 Minkowski, E., 782
 Minturn, A. L., 675
 Mitchell, R. T., 676(a)
 Monachesi, E. D., 815
 Mooney, R. L., 1081, 1082, 1083
 Moore, D. G., 1115
 Moore, E. H., 783
 Moore, H. B., 1125
 Moore, H. E., 881
 Moore, J. H., 1020
 Morey, E. A., 1111
 Morris, A., 676(a)
 Morse, N. C., 1151
 Morton, R. B., 960(a)
 Mote, F. A., 677
 Motokawa, K., 678
 Mowrer, O. H., 722, 961
 Mueller, M. E., 1152
 Murphy, E. J., 849
 Myklebust, H. R., 1065
 Naidmann, E., 770
 National Institute of Industrial Psychology, 1136
 Negri, V., 657
 Neubauer, P. B., 978
 Neubauer, V., 1104
 Neugeglise, D., 1035
 Newcomb, T. M., 816
 Newman, R., 941
 Niedermeyer, A., 889
 Nielsen, J. M., 658
 Nimkoff, M. F., 875
 Noble, D., 1042
 Notterman, J. M., 723
 Oberndorf, C. P., 995
 O'Connor, V. J., 1084
 Oden, M. E., 759
 O'Donnell, W. G., 784
 Odum, H. W., 638
 Olsson, M. W., 1150
 Orbach, J., 636
 Osborn, C. D., 1066
 Overholzer, J. H., 899
 Overholzer, W., 639
 Ozarin, L. D., 971
 Page, H. E., 813
 Palanzo, A., 771
 Palmer, M. F., 1015
 Pasamanick, B., 980
 Passmore, J. A., 750
 Paterson, D. G., 1118
 Pearson, J. S., 928
 Peckham, R. H., 679(a)
 Peel, E. A., 929
 Peisman, O., 962
 Pennington, A., 1093(a)
 Percival, T. S., 1085(a)
 Pettit, M. B., 1006
 Pfeiffer, C. H., 680(a)
 Picard, J., 1043
 Piéron, H., 739
 Pinsky, L., 606
 Pirenne, M. H., 681
 Pixley, E., 772
 Polonio, P., 1037
 Porteus, S. D., 1056
 Pos, H. J., 636
 Postman, L., 733
 Powdermaker, F. B., 963
 Presser, H. A., 1086
 Preston, M. J., 964
 Price, M. A., 890
 Pritchard, M. C., 759
 Pronovost, W., 1016
 Rabin, A. I., 930
 Radueve, B., 691
 Randolph, H. R., 772
 Ratliff, F., 682
 Rautman, A. L., 773
 Redlich, F. C., 941
 Reese, T. W., 675
 Reik, T., 751
 Reiss, A. J., Jr., 833
 Rethlingshafer, D., 699, 724
 Révész, G., 734
 Reynolds, M. M., 774
 Rickman, J., 648
 Riesman, D., 900
 Riggs, L. A., 682
 Rikl, M., 985
 Riopelle, A. J., 677
 Robbins, L. L., 897
 Roberts, R. H., 759
 Róheim, G., 856
 Rohrer, H., 607
 Rohrer, J. H., 817
 Rose, E., 1027
 Rosen, E., 625, 931
 Rosenbaum, G., 725
 Rosenzweig, S., 932, 965
 Ross, J. F., 655
 Rowell, J. T., 933
 Rowley, J. L., 966
 Russell, D. H., 1087
 Ryan, W. C., 759
 Rycroft, C., 901

(Continued on cover 3)

Psychological Abstracts

VOLUME 26

NUMBER 2

FEBRUARY 1952

GENERAL

602. Bugelski, B. R. *A first course in experimental psychology*. New York: Henry Holt, 1951. xxiii, 421 p. \$3.50.—This text contains a series of 27 simple experiments which give a picture of problems and methods of current psychology. There are 3 main sections: a discussion of psychology and scientific methodology, measurement of various kinds of stimuli, particularly sensory stimuli, and finally a section on responses which includes learning, thinking, and motivation problems. Appendices include a discussion of how to prepare a laboratory report. 128-item bibliography.—C. H. Ammons.

603. Fellows, Erwin W. (*Ohio State U., Columbus*.) *Science and values: a survey of current points of view*. *Sci. Mon., N. Y.*, 1951, 73, 111-113.—"This paper is a brief review, which does not exhaust the logically possible views on the relationship between science and valuation, but only attempts to cite those ideas that have been recently expressed by various specialists."—B. R. Fisher.

604. Huth, Albert. *Zehn Gesetze der Seele; eine volkstümliche Psychologie*. (Ten principles of the mind; a popular psychology.) Speyer, Germany: Pilger, 1949. 111 p. 280 D.M.—In non-technical language the general reader is offered ten rules to help him understand his own personality and that of others: According to the "law of mental similarities," for example, personality assessment begins with first impressions of physique, clothing, and expressive movement, on the basis of their resemblance to such traits in persons already known. Brief illustrations clarify each rule. The approach is intuitive.—R. Tyson.

605. McKeachie, Wilbert J. (Ed.) (*U. Michigan, Ann Arbor*.) *A review outline of psychology*. Ann Arbor: Wahr Publishing Co., 1951. v, 194 p.—Intended for the student who wants a rapid review of general psychology. Emphasis is placed on important facts, principles, and concepts; and on the definition of terms. Much of the material is presented in outline form as answers to questions. There are more examples and case histories than is usual in a review outline. A cross reference table indicates where the various topics included in major texts in general psychology are covered in this outline.—C. Leuba.

606. Pinsky, Leonard. (*State U. Iowa, Iowa City*.) *Do machines think about machines thinking?* *Mind*, 1951, 60, 397-398.—If a thinking machine is given an article to read on the possibility

of machines thinking, it will be confronted with the sort of problem which baffles philosophy and suffer a nervous breakdown. With this sort of psychosomatic failure, analysis cannot help for the machine has had no parents and no childhood. The therapist must convince the machine it was concerned with a "meta-mechanical" or pseudo-problem. If this therapy works, the machine does think.—W. L. Wilkins.

607. Rohrer, Hubert. (*U. Vienna, Austria*.) *Einführung in die Psychologie*. (Introduction to psychology.) Vienna: Urban & Schwarzenberg, 1951. viii, 568 p. DM 20.—In this fourth edition of the author's introduction (see 22: 522), he continues to emphasize that psychology is a science equal to mathematics and physics in its dependence upon the scientific method and experimental techniques of investigation. New chapters on the investigation of intelligence, learning and experimental study of emotions have been added. The remaining chapters are divided into three sections: Basic foundations; mental functions; affective processes. A short final chapter is devoted to the author's theoretical position on personality and its development.—J. L. Yager.

608. Stone, Calvin P. (Ed.) *Comparative psychology*. (3rd ed.) New York: Prentice-Hall, 1951. xvii, 525 p. \$6.00.—A third edition of the text formerly edited by F. A. Moss (see 16: 4627). Changes in chapters and authors include: "Motivation of animal behavior" (P. T. Young vice C. P. Stone), "Internal secretions and behavior" (W. C. Young vice F. A. Moss), "Primate learning" (H. F. Harlow vice W. T. Heron), "Discriminative behavior in animals" (K. U. Smith vice P. E. Fields), "Individual differences" (C. S. Hall vice R. C. Tryon), "Problems and principles of animal sociology" (N. E. Collias), "Social behavior in primates" (H. W. Nissen vice O. L. Tinklepaugh), and "Abnormal behavior in animals" (R. A. Patton). The separate chapter on "The conditioned reflex" has been omitted.—A. J. Sprow.

609. Strohal, Richard. *Grundfragen der Psychologie*. (Fundamental problems of psychology.) Innsbruck: Tyrolia, 1950. 63 p. 6 Austrian s.—Psychology's main objective should be understanding of immediate experience and the principles governing it. Investigation of individual differences and depth psychology would then rest on a firmer basis. In particular, psychology should study scientifically those aspects of consciousness which have been dealt with primarily by popular writers and others who may depend on intuitive knowledge

of human nature. The author addresses himself especially to educators and students.—*R. Tyson.*

610. Zietz, Karl. (*Pädagogische Hochschule Braunschweig.*) *Einführung in die allgemeine Psychologie.* (Introduction to general psychology.) Braunschweig: Waisenhaus, 1949. 152 p. 3 DM.—Himself a pupil of William Stern, Zietz presents in his book a thorough and concise summary of the personalistic viewpoint in psychology. In the first chapters are discussed the task and methods of psychology as "the science of direct experience," and the basic features of personalistic psychology are described. The topics of sensation and perception, memory, thinking, will, and emotion are dealt with in sequence, with frequent quotations from Stern. Personalistic criticisms of Gestalt psychology, psychoanalysis, and behaviorism appear in the context of issues central to each.—*C. M. Crossman.*

THEORY & SYSTEMS

611. Baker, Sidney J. (56, Manning Rd., Double Bay, Sidney, Australia.) *The failure of philosophy.* *Psychiat. Quart. Suppl.*, 1949, 23, 254-265.—The author feels that psychoanalysis, which is widely charged with having introduced nihilistic influences into popular thought, may be the sacrificial victim at the hands of academic witch hunters now that philosophy and logic have reached what amounts to a state of dissolution. Although Freud once declared that philosophy was one of "the three forces which can dispute the position of science" psychoanalysis need take no blame for the current discontents of philosophy and logic.—*A. Weider.*

612. Benedek, Etienne. *L'instinct et l'esprit.* (Instinct and mind.) *Acta Psychol.*, 1951, 8, 35-62.—The author seeks to clarify the concepts of instinct, reflex, intelligence, and mind. Instinct is considered a biological tendency which is conservative. Adaptation is a result of struggle between the conservative and evolutionary factors. Mind and instinct are antagonistic; mind creates the new while instinct conserves the old.—*G. Rubin-Rabson.*

613. Bonaventura, Enzo. *La psicoanalisi.* (The psychoanalysis.) Milan: Arnoldo Mondadori, 1950. 407 p. L. 400.—This is the fourth, "new, integral, revised, and up-to-date" edition, (see 24: 1340), of a "synthesis" of Freud's theories and applications. The author explains: Hysterical phenomena, The unconscious, Repression, Theory of instincts, Evolution of human sexuality, Dreams, Neurosis, Psychoanalysis in the history of civilization and culture, Followers and critics of Freud. The last chapter is a critical consideration on the most controversial of the psychoanalytic theories. A bibliography of the major psychoanalytic writings is given.—*L. L'Abate.*

614. Coburn, H. Edgar. *The brain analogy.* *Psychol. Rev.*, 1951, 58, 155-178.—"Although we have endeavored at times to raise a superstructure where the foundation seemed inadequate, certain contributions toward the principles of intelligent mechanisms may have enduring value. Reference is made to the demonstration of the necessity for stable

stimulus differentiation and the fact that a functional mechanistic principle has been provided. Likewise, the multipolar neuron, which is not a structurally accurate representation of anatomical data, nevertheless presents a functional principle of more than transitory worth. But most important of all, . . . the Brain Analogy is an instrument for research; it is expected that a physical basis for behavior theory will accelerate progress."—*R. B. Ammons.*

615. Dracoulides, N. N. *Schema psychanalytique de l'appareil psychique et de ses processus.* (A psychoanalytic scheme of the psychic apparatus and of its processes.) *Evolut. psychiat., Paris*, 1951, No. 1, 41-47.—The author offers a topographical scheme of the basic functions of personality as interpreted by psychoanalysis. The psychic forces are divided not only into the id, the ego, and the superego, but also according to the degree to which they are conscious, preconscious, or unconscious. The id is entirely unconscious; the ego is one-third conscious, one-third preconscious, and one-third unconscious; the superego is one-ninth conscious, three-ninth preconscious, and five-ninth unconscious. Within this scheme other traits, such as the ethical sense, the pleasure principle, the reality principle, the ancestral unconscious, etc., are assigned their places.—*Z. A. Piotrowski.*

616. Huxley, Julian. *Knowledge, morality, and destiny: I.* *Psychiatry*, 1951, 14, 129-140.—The implications of evolution suggest that through the mental capacities of mankind new qualities and degrees of complexity arise which in turn accelerate the rate of evolution and which concern themselves with transformations of ideas, cultures and societies. This view leads to a broad philosophy which might be called transhumanism. With the adoption of this idea mankind overcomes its limitations and arrives at fuller fruition both individually and collectively. These ideas are applied to the present world situation.—*N. H. Pronko.*

617. Huxley, Julian. *Knowledge, morality and destiny: II.* *Psychiatry*, 1951, 14, 141-151.—The implications and applications of an evolutionary view which treats the universe as a single process of evolution are discussed. This view necessitates the rejection of all absolutes and dualisms and requires thinking in terms of "total pattern and continuing process." The author considers implications of such a unitary view for science as well as its application in sociology, political science and international relations. Human destiny is envisaged as "man's participation in the curative process of development, whereby the universe as a whole can realize more of its potentialities in richer and greater fulfillments."—*N. H. Pronko.*

618. Meehl, Paul E., & MacCorquodale, Kenneth. (*U. Minnesota, Minneapolis.*) *Some methodological comments concerning expectancy theory.* *Psychol. Rev.*, 1951, 58, 230-233.—"In attempting to formulate axioms for Tolman's 'expectancy' theory we came to certain methodological conclusions," which are presented and discussed in this paper, but with-

out the "twelve postulates thus far developed" or "the experimental facts."—C. H. Ammons.

619. von Weizsäcker, Victor. *Der Gestaltkreis; Theorie der Einheit von Wahrnehmen und Bewegen.* (The Gestalt circle; Theory of the unity of perception and movement.) Stuttgart: Georg Thieme, 1950. xxiii, 203 p. DM 19.50.—This fourth edition (see 14:2311) has an unchanged text but includes a 13 page preface added to correct possible misinterpretations of earlier editions.—R. Picard.

(See also abstract 711)

METHODS & APPARATUS

620. Anscombe, F. J. (Cambridge U., Eng.) Mr. Kneale on probability and induction. *Mind*, 1951, 60, 299-309.—Hypotheses can be considered in regard to prior confidences and risks, prior confidence being based on previous experience or analogy. But sometimes the prior confidence attached to an hypothesis is only assessed after the observations themselves have suggested the hypothesis. A risk involves accepting an hypothesis which may turn out to be bad. We accept hypotheses for different purposes—for administrative decisions, for further testing and confirmation, and for acceptance into the body of scientific truth.—W. L. Wilkins.

621. Ferguson, A. E., & Maddox, H. (U. Melbourne, Australia.) Electronic chronoscope. *Aust. J. Psychol.*, 1949, 1, 53-57.—"The chronoscope . . . was developed . . . for an instrument which would measure time intervals of the order of 20 milliseconds to 1 second with an accuracy of about 1%. The instrument was also required to be direct reading, silent in its operation and, of course, as reliable as possible to reduce the need for frequent maintenance and adjustment. The instrument is entirely electronic and is operated from the A. C. mains." A description of the principle of operation, the circuit, operation and calibration is given. A circuit diagram is included. No data on reliability are presented.—C. H. Ammons.

622. Hill, J. Harry, & Stellar, Eliot. (Johns Hopkins U., Baltimore, Md.) An electronic drinkometer. *Science*, 1951, 114, 43-44.—The electronic drinkometer, which overcomes most of the shortcomings of other procedures for continuous measurement of fluid intake of animals (what fluid, how much, when, and how fast), is described and its advantages and uses enumerated. The basic principle is: "Whenever the animal touches the fluid it is to drink, it completes an electronic circuit that activates the pens of a kymograph."—B. R. Fisher.

623. Kneale, William. (Oxford U., Eng.) Probability and induction. II. *Mind*, 1951, 60, 310-317.—The science of statistics is concerned not with the theory of induction but with the analysis and presentation of data so as to bring out collective features which may be relevant to inferences from those data. Any hypothesis is open to refutation by any considerable change of relative frequency after the moment it is made. Hypotheses cannot be tested

except by a criterion which belongs to a policy for selecting hypotheses.—W. L. Wilkins.

624. McElwain, D. W. (U. Melbourne, Australia.), & Lubin, A. A note on the notion of psychological significance. *Aust. J. Psychol.*, 1950, 2, 43-51.—Two concepts, "statistical significance" and "psychological significance," are distinguished. An example is given and generalized treatment described.—R. B. Ammons.

625. Rosen, Ephraim. (U. Minnesota, Minneapolis.) Differences between volunteers and non-volunteers for psychological studies. *J. appl. Psychol.*, 1951, 35, 185-193.—In two separate situations, volunteers were compared with non-volunteers on a number of psychometric and face-sheet variables. In terms of the specific instruments used, it was found that volunteers showed a greater tendency than non-volunteers to admission of discouragements, inadequacies, and anxieties, and, at the same time, some tendency toward defensiveness. Volunteers were less fascist-minded than non-volunteers, more intrceptive and psychological-minded, and less conventional. Male volunteers tended toward greater femininity of interests; female volunteers showed a higher degree of serious-mindedness than non-volunteers.—W. H. Osterberg.

626. Sky, A. W. (U. Sydney, Australia.) An apparatus for a frustration task. *Aust. J. Psychol.*, 1950, 2, 116-120.—An apparatus for a frustration task is described and a picture given. S is required to pull a string which raises a small ball on a cradle, without dislodging the ball. Scores are visible to S who records his own actual score as well as expected score on the succeeding trial. General observations about the apparatus in operation are presented.—C. H. Ammons.

NEW TESTS

(See abstracts 905, 923)

STATISTICS

627. Borel, Émile. *Probabilité et certitude.* (Probability and certainty.) Paris: Presses Universitaires de France, 1950. 133 p.—Evaluation of probabilities, definition of subjective probabilities, the case of incomplete knowledge, the case of erroneous information, repeated trials, mathematical expectation, definition of variation, essential results of the probability of relative errors, the law of large numbers, probabilities of causes, probability of masculine births, sounding public opinion, evaluations by experts, limitation of chance, mixture of gas, the principle of evaluation, order and disorder, the point of view of the mathematician, large numbers and the universe, the paradox of St. Petersburg, and probability predicting certainty are discussed.—G. C. Carter.

628. Ely, Jerome H. (Purdue U., Lafayette, Ind.) Studies in item analysis. 2: Effects of various methods upon test reliability. *J. appl. Psychol.*, 1951, 35, 194-203.—Four different methods of item analysis were compared, using test reliability as the

criterion for evaluation. The methods were: "D" values, Davis' r , Phi-coefficient, and Per Cent Method. 150 multiple-choice vocabulary items were used. It was found that the Per Cent Method had the lowest reliability coefficients 75% of the time, and the highest reliability coefficients 12.5% of the time, while the other 3 methods were practically equal in the number of times they appear in each rank. It was also found that increasing test length raises test reliability so long as good items are being added, that most of the items selected by any one method will be selected by the others, and that size of criterion group does not affect test reliability.—*W. H. Osterberg.*

629. Hogan, T. Kevin. Nomograph for tetrachoric correlation. *Aust. J. Psychol.*, 1949, 1, 43-47.—"It is shown that by restricting the degrees of freedom of the 2×2 table not only by letting the total equal unity but also by making the dichotomies equal, a simpler nomograph than Thurstone's computing diagrams can be produced. A brief account of the development and use of the nomograph is given, together with the nomograph and a table of corrections to be applied when the dichotomies are unequal."—*C. H. Ammons.*

630. Jarrett, R. F., & Henry F. M. (*U. California, Berkeley.*) The relative influence on error of replicating measurements or individuals. *J. Psychol.*, 1951, 31, 175-180.—This theoretical statistical study arose from the problem of how many tests might be necessary to determine with accuracy individual susceptibility to aviators' decompression sickness. The conclusion is that variance of the mean is correctly assessed by dividing the variance of the population of means (each based on k measurements) by n .—*R. W. Husband.*

631. Johnson, Palmer O. (*U. Minnesota, Minneapolis.*) Modern statistical science and its function in educational and psychological research. *Sci. Mon.*, N. Y., 1951, 72, 385-396.—A brief statement of "the nature of modern statistical science" as formulation of principles and technique of experimental design and analysis, rather than as *post-facto* research consultant (the older conception). Discussion of the implications of design of experiments, sampling theory and practice, and techniques for analysis of data, contributed by modern statistical science, for educational and psychological research. Some examples.—*B. R. Fisher.*

632. Jurgensen, C. E. (*Minneapolis Gas Co., Minn.*) Note on Ely's "Effects of various methods upon test reliability." *J. appl. Psychol.*, 1951, 35, 204.—Ely gives 24 correlations for each of the four methods of item analysis he investigated. An examination of the median coefficients of the 24 reported for each method shows them to be: D, .876; r , .878; Phi, .864; and %, .864. The greatest difference here is .014. Although this difference is statistically significant, it is more than doubtful that it is significant in any practical sense. The value of Ely's article is not in its demonstration of statistical superiority of the three methods over the per cent

method, but in finding that the simple and easily obtained per cent difference will be equally as effective in similar practical situations as the more difficult and harder to obtain D, r , and Phi methods.—*W. H. Osterberg.*

633. Keats, John A. The application of component analysis to the analysis of psychological data. *Aust. J. Psychol.*, 1949, 1, 48-52.—A general method of solving the problem of lack of homogeneity in sampling groups, which has wide application and yields much information, is presented. An example is given to illustrate its use.—*C. H. Ammons.*

634. Marks, Melvin R. Two kinds of experiment distinguished in terms of statistical operations. *Psychol. Rev.*, 1951, 58, 179-184.—Two kinds of experimentation are discussed. It is concluded that "experimentation₁"—as distinguished from experimentation₂—is characterized by predictions and one-tailed tests of significance. It has inherently greater statistical power and increases the productivity of investigation."—*C. H. Ammons.*

HISTORY & BIOGRAPHY

635. Bernfeld, Siegfried. Sigmund Freud, M.D., 1882-1885. *Int. J. Psycho-Anal.*, 1951, 32, 204-217.—A biographical study of Freud, stressing his academic years.—*N. H. Pronko.*

636. Dijksterhuis, E. J., et al. Descartes; et le cartésianisme hollandais. (Descartes and Dutch cartesianism.) Paris: Presses Universitaires de France, 1950. xii, 308 p. Fr. 680.—A collection of studies by several eminent Dutch and French philosophers and unpublished documents furnished the material of the present volume. H. J. Pos deals with the complexity of the cartesian philosophy. E. J. Dijksterhuis discusses the method elaborated by Descartes for the study of sciences. The religious conceptions of Descartes are examined by C. Serurier and she attempts to prove that the cartesianism is the true religion of Descartes. Then follows an unpublished letter of Descartes. An historical study of cartesianism as seen by the philosopher's contemporaries is presented by J. Orcibal. G. Lewis compares the augustinism to cartesianism philosophy. C. L. Thijssen-Schoute deals with the Dutch cartesianism, its characteristics and its chief followers. The last chapter gives biographical notes on the Dutch Cartesians.—*G. Lavoie.*

637. Meyer, Adolf. The collected papers of . . . Vol. III. Medical teaching. (Eunice E. Winters, Ed.) Baltimore: The Johns Hopkins Press, 1951. xv, 577p.—This third volume (see 25: 7519) of this set has an introduction by Franklin G. Ebaugh in which Meyer's influence on medical and especially psychiatric education is discussed. The 51 reprinted papers are divided into groups: principles of teaching, teaching materials, the meaning and scope of psychiatry, and biographical papers on outstanding figures. 3 papers have not been previously published of which "Vision as psychobiological activity in contrast to the physiology of eye and brain" is of psychological importance. This volume contains

Meyer's papers on psychology in the medical curriculum and on psychobiology as a subject field. There is a chronology of, and notes on, Dr. Meyer's teaching.—C. M. Louttit.

638. Odum, Howard W. Edwin H. Sutherland, 1883-1950. *Soc. Forces*, 1951, 29, 348-349.—Obituary.

639. Overholser, Winfred. The meaning of Freud for our time. *Int. Rec. Med.*, 1951, 164, 249-257.—"Whether or not Freud was a greater innovator than Copernicus or Darwin we need not try to determine. It certainly seems safe to say that he was fully as great, . . ." After a brief outline of the scope of Freud's writings and a biographical sketch, the evolution of Freud's concepts is discussed. The effects of Freud on new developments, such as psychosomatic medicine, and upon current literature are pointed out.—J. W. Bowles, Jr.

640. Serrurier, Cornelia. Descartes; l'homme et le penseur. (Descartes the man and the thinker.) Paris: Presses Universitaires de France, 1951. xvii, 361 p. 480 fr.—This new biography of Descartes by a Dutch historian presents a study of this great French philosopher's personality as revealed by his works and his life. According to the author, no new interpretation or definite solving of the problems of Descartes' biography is sought. Sharing the opinion that a better understanding of this philosopher's theory must be enlightened by a clear picture of the man himself, she gives a notion of the importance of cartesianism as well as an image of Descartes' eventful life and rich personality. The reader will also find in this book information concerning Dutch historical literature.—G. Lavoie.

641. Titone, Renzo. Psichiatria e metafisica in Rudolf Allers; l'evoluzione intellettuale di uno psichiatra. (Psychiatry and metaphysics in the work of Rudolf Allers; the intellectual evolution of a psychiatrist.) *Salesianum*, 1951, 13, 127-135.—The contributions of Rudolf Allers as a psychiatrist and philosopher are presented. Allers continues the depth psychology approach of Adler but "in the religious and metaphysical spirit of the Catholic *Weltanschauung*." According to Allers, (1) Man is an organic whole: his dynamic manifestations should be studied in the light of his ontologic totality; (2) the human being is essentially anchored to a metaphysic basis which is his only explanation. "Psychotherapy . . . should help the neurotic acquire an attitude of humility, forget his tyrannic ego . . . and live for others. . . ." Bibliographical footnotes.—A. Manoil.

642. Watkins, John G. (Mental Hygiene Clinic, Chicago 6, Ill.) Concerning Freud's paper on "The Moses of Michelangelo." *Amer. Imago*, 1951, 8, 61-63.—Michelangelo portrays Moses as not breaking the tablets of the Law, hence as not castrating for the indulgence in infantile gratification in his absence (worshipping the Golden Calf).—W. A. Varvel.

643. Weiss, Edoardo. Paul Federn. *Int. J. Psycho-Anal.*, 1951, 32, 242-245.—Obituary and bibliography.

(See also abstract 991)

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

644. Ellis, Albert. (Diagnostic Center, Menlo Park, N. J.) Legal status of the marriage counselor: a psychologist's view. *Marriage Fam. Living*, 1951, 13, 116-120.—The antagonism against legal qualifications for psychologists and marriage counselors comes primarily from psychiatric and medical societies. The author suggests that marriage counselors encourage and aid in the efforts of psychologists to secure licensing laws.—M. M. Gillet.

645. Gordon, Leonard F. (Ohio State U., Columbus.) Instructor's manual for The Visual Demonstration Center. Columbus, O.: Visual Demonstration Center, Ohio State University, 1950. 36 p.—The equipment for visual demonstrations in psychology classes, available at the Visual Demonstration Center of Ohio State, is presented. The manual describes each piece of equipment, its use, and corresponding demonstration with reference to: the autokinetic phenomenon, the Plateau spiral, the balloon demonstration, the rotating windows, the line demonstration, the Heider and Simel film, the Purkinje effect, the subliminal light, the color zones, the after-image, the Kardos concealed shadow, the reduction screen, the Wertheimer color contrast ring, the distorted room, the chair demonstration, the moving diamond, the leaf room, the variable position demonstration, the interposition demonstration, the togetherness demonstration, and the parallax demonstration. 15 figures.—A. Manoil.

646. Husband, R. W. (Iowa St. Coll., Ames.) A statistical comparison of the efficacy of large lecture versus smaller recitation sections upon achievement in general psychology. *J. Psychol.*, 1951, 31, 297-300.—In general psychology the author had taught some 1500 students over six consecutive quarters, each quarter having one large lecture and one or two smaller recitation sections. The lecture groups averaged 3 points higher in course totals, showing that the absence of personal contact did not handicap gross earnings. Implications toward instructional techniques and educational theory are discussed.—R. W. Husband.

647. Manis, Jerome G. Some academic influences upon publication productivity. *Soc. Forces*, 1951, 29, 267-272.—Description of the purposes, scope, data, methods and findings of a study on factors in the individual publication productivity (volume and quality ratings) of social scientists teaching at "leading graduate centers." Situational and personal factors were considered. "A questionnaire which was sent to nearly 1100 persons" at 30 institutions "elicited 266 usable returns."—B. R. Fisher.

648. Rickman, Solin. Reflections on the function and organization of a psycho-analytical society.

Int. J. Psycho-Anal., 1951, 32, 218-237.—A variety of problems pertaining to psychoanalysis as a professional field is considered.—*N. H. Pronko.*

649. Stokes, Walter. Legal status of the marriage counselor. *Marriage Fam. Living*, 1951, 13, 113-115.—Discussion of the pros and cons of licensing marriage counselors. In these efforts at licensing "the meager success . . . has been mostly because of active opposition from psychiatric and medical groups." The author seems to feel that the practice of clinical psychology and marriage counseling should be carried out only in a "supervised or teamwork relationship with psychiatrists and other physicians."—*M. M. Gillet.*

PHYSIOLOGICAL PSYCHOLOGY

650. Gilchrist, J. C., & Furchtgott, Ernest. (*U. California, Los Angeles.*) Salivary pH as a psychophysiological variable. *Psychol. Bull.*, 1951, 48, 193-210.—Recent literature on salivary pH as related to behavior phenomena is reviewed with special attention to methodology, experimental conditions, physiological characteristics, and behavioral characteristics. 62-item bibliography.—*M. R. Marks.*

651. Landis, Carney, & Zubin, Joseph. (*N. Y. Psychiatric Inst., New York 32.*) The effect of thonzylamine hydrochloride and phenobarbital sodium on certain psychological functions. *J. Psychol.*, 1951, 31, 181-200.—In this experiment 72 adults, all healthy and normal, were tested with placebo (control) doses the first and third nights, and on the second 24 each received a placebo, phenobarbital, and thonzylamine. Tests were: choice speed, continuous problem, cancellation, speed and endurance in tapping, and critical flicker fusion. To phenobarbital, the last two tests disclosed statistically significant reduction in quality of performance; on the other measures some depreciation occurred. No significant differences showed up with thonzylamine as compared with the placebo. Reported subjective feelings gave no correlation with actual performance.—*R. W. Husband.*

652. MacKay, R. A. (*RCAF Inst. of Aviat. Med., Toronto, Can.*), & Ferguson, J. K. W. Influence of certain anti-motion-sickness drugs on psychomotor and mental performance. *J. Aviat. Med.*, 1951, 22, 194-195.—The effects of five anti-motion-sickness drugs (dramamine, pyribenzamine, vasano, hyoscine hydrobromide, and R.C.N. pills) and a placebo were studied on 60 RCAF aircrew cadets. A complex coordination test and a rapid calculation test were used. None of the drugs affected performance on the coordination test. Pyribenzamine caused drowsiness and some impairment of rapid calculation; dramamine caused drowsiness but no impairment of calculating ability. None of the other drugs had measurable effects.—*A. Chapanis.*

653. Margolis, George (*Duke U. Sch. Med., Durham, N. C.*), Bernheim, Frederick, & Hurteau, William W., Jr. Antagonistic effects of certain drugs

at low barometric pressures. *J. Aviat. Med.*, 1951, 22, 190-193; 234.—The altitude tolerance of large numbers of white mice was studied following injections of various drugs. Only physostigmine produced a significant increase in resistance to anoxia. Metrazol, nembutal, caffeine, and strychnine had no effect. Benzedrine, ephedrine, neosynephrine, morphine, and atropine resulted in lower resistance. Certain of these drugs which have an antagonistic action under normal conditions failed to show this effect when the animals were anoxic.—*A. Chapanis.*

NERVOUS SYSTEM

654. Bailey, Percival. (*U. Illinois, Med. Sch., Chicago.*) Considerazioni sull'organizzazione e le funzioni della corteccia cerebrale. (Considerations on the organization and functions of the cerebral cortex.) *Arch. Psicol. Neurol. Psichiat.*, 1951, 12, 91-107.—The organization and function of the cerebral cortex is analyzed through presentation of personal researches and a critical appraisal of other contributions. Fundamental variations of the structure of the cortex are given. The existence of areas with identical structure facilitates new connexions, and makes possible the re-education of individuals with brain injuries. The author insists on the importance of the external sensory influx on the functioning of the cerebral cortex, and states that "the knowledge of the cerebral function will depend less on the collection of sterile facts . . ." than on experimentation. 45 references. French, English, and Italian summaries.—*A. Manoil.*

655. Halle, Louis, & Ross, J. F. (*VA Hosp., Cleveland, O.*) Neurological complications of insulin shock therapy with electroencephalographic studies; case studies. *A.M.A. Arch. Neurol. Psychiat.*, Chicago, 1951, 65, 703-712.—Study of 184 sequential cases treated by insulin coma therapy shows the development in 4 of reversible neurological (chiefly parietic in type) complications. These reactions, transitory in time, developed on or shortly after administration of dextrose and return to consciousness. Brain waves recorded by the Grass 6-channel machine indicated in 3 cases an asymmetrical delta wave focus and in the 4th case "diffuse bursts of delta activity over both hemispheres."—*L. A. Pennington.*

656. Meyers, Russell. (*State U. Iowa, Iowa City.*) Dandy's striatal theory of "the center of consciousness;" Surgical evidence and logical analysis indicating its improbability. *A.M.A. Arch. Neurol. Psychiat.*, Chicago, 1951, 65, 659-671.—Dandy's 1946 contention that the cerebral center of "consciousness" is located in the oral portions of the head of the caudate nucleus and the putamen is held improbable on the grounds that the author's 27 patients subjected to removal of these areas exhibited no "enduring loss of consciousness." Semantic analysis of the problem as phrased by Dandy indicates that the problem of cerebral localization of consciousness is "not scientifically solvable."—*L. A. Pennington.*

657. Negri, Vittore. L'importanza della funzione rappresentata ai fini della vita di relazione e il fattore determinante lo sviluppo organizzativo anatomico-funzionale della corteccia motoria? (Is behavior the determining factor of the anatomic-functional development of the motor cortex? *Arch. Psicol. Neurol. Psichiat.*, 1951, 12, 134-150.—On the basis of an analysis of phylogenetic, embryologic, and anatomic-morphologic and physiopathologic data, the author formulates the hypothesis that "the more a motor function is important for the life of relation . . . the greater the cortical area representing it, and probably its correlations with the thalamus; from a physiological point of view, the greater the excitability of the corresponding cortical motor center . . ." The following classification of motor cortical centers as to excitability and duration of response or convulsive capacity is given: cephalic centers, centers of superior limbs, centers of the trunk and lower limbs. 29 references. French, English and Italian summaries.—A. Manoil.

658. Nielsen, J. M. Anterior cingulate gyrus and corpus callosum. *Bull. Los Angeles Neurol. Soc.*, 1951, 16, 235-243.—A review of 9 cases from the literature and a clinical and, later, histological study of one patient's nervous system indicate that degenerative lesions of the anterior corpus callosum proceed laterally thereby involving the corona radiata and eventually undermining and cutting off the anterior cingulate gyrus. The first stage, behaviorally, is one of anxiety and excitement, attributable to the lesion within the corpus callosum. The second stage, that of apathy, akinesia, and mutism, appears with the removal of the "cortical component of expression of emotion"—after area 24 has been undermined. These and other results are related to the theory by Papez in 1937 relative to the role of the anterior cingulate gyri in emotional expression.—L. A. Pennington.

(See also abstract 726)

RECEPTIVE AND PERCEPTUAL PROCESSES

659. Asch, S. E. (Swarthmore Coll., Pa.) Effects of group pressure upon the modification and distortion of judgments. In Guetskow, H., *Groups, leadership and men*, (see 26: 803), 177-190.—Individuals were placed in experimentally structured groups in which they found themselves consistently contradicted by the other "members" of the group in simple perceptual judgments. This investigation of the minority of one in the midst of a unanimous majority indicated marked movement toward the majority, and extreme individual differences ranging from high "independence" to high "yielding" behaviour. The main categories of "independent" reactions were confidence, doubt, and withdrawal. Varying the size of the majority demonstrated that a minimal majority of 3 was required for the effect, and larger majorities did not increase the effect. 10 references.—I. Lazar.

660. Brunswik, Egon (U. California, Berkeley), & Herma, Hans. Probability learning of perceptual cues in the establishment of a weight illusion. *J. exp. Psychol.*, 1951, 41, 281-290.—"Artificially established ecological associations of 2 to 1 . . . and of 4 to 1 . . . between position (right- vs. left-hand presentation) as a perceptual cue, and weight as the referent variable were found to be effective in inducing an illusion of weight contrast. The probability learning curve, after first rising rather rapidly, shows a subsequent slow but steady decline to a compromise position. . . . Under the conditions of our experiment, perceptual probability learning seems not only not to be based on, but to run counter to, what is being learned at the conscious level."—R. B. Ammons.

661. Haber, H. (USAF Sch. Aviat. Med., Randolph Field, Tex.), & Gerathewohl, S. J. Physics and psychophysics of weightlessness. *J. Aviat. Med.*, 1951, 22, 180-189.—The authors theorize about the sensations a person will feel in a gravity-free environment.—A. Chapanis.

662. Hallowell, A. I. (U. Pennsylvania, Philadelphia.) Cultural factors in the structuralization of perception. In Rohrer, J. H., & Sherif, M., *Social psychology at the crossroads* (see 26: 817), 164-195.—This article defines the problem that perception is not a simple function of an individual's organic make-up, but is related to cultural factors. The relationship of art forms and perception, and the concept that "Life imitates art far more than art imitates life" are discussed. In the section dealing with Belief and Perception, Hallowell demonstrates that entities which are intangible become perceptual objects in the actual experience of individuals. In addition to these factors, it is also pointed out that perception is made selective to personal needs, or personality factors.—J. B. Lazar.

663. Hardy, James D., Goodell, Helen, & Wolff, Harold G. (New York U.) The influence of skin temperature upon the pain threshold as evoked by thermal radiation. *Science*, 1951, 114, 149-150.—Report of a quantitative "systematic investigation into the effect of the level of skin temperature upon the pain threshold for pricking pain evoked by thermal radiation." Plotting pain thresholds in millicalories/sec/cm² against skin temperature gives a straight line relationship passing through zero stimulus at 44.9° skin temperature. This "suggests that the skin in the areas tested must be raised to this temperature to be noxiously stimulated." Thresholds for warmth and cold sensations are related to skin temperature quite differently from the relation of pain sensations above stated.—B. R. Fisher.

664. Harrison, Stephen & Harrison, Margaret J. A psychophysical method employing a modification of the Müller-Urbach weights. *Psychol. Bull.*, 1951, 48, 249-256.—The original per cent correct score at each stimulus level is transformed as $P = 2(p - 50)\%$, so that it may be expressed as percentage of maximum possible score after chance expectancy has

been discounted. In the method presented here, the Müller weight is based on the transformed percentage and the Urban on the original percentage. Examination of the new table shows that: (1) the maximum weight is at 67% for the modified as compared with 50% for the normal; (2) the modified weights for the lower half of the distribution are much smaller than the normal weights; (3) the spread of scores having high weights is less for the modified than the normal.—*M. R. Marks.*

665. Medvei, V. C. *The mental and physical effects of pain.* Edinburgh: Livingstone, 1949. 58 p. \$1.00.—Since "pain has been studied so intensively during the last forty years, and so much has been written . . ." the present paper shows up "the gaps in our knowledge . . . thus indicating the direction for further research." Quoting from experimental studies and literature, a number of problems related to the mental and physical effects of pain are discussed, beginning with the problem of definition and including such problems, as localization and perception of pain.—*C. H. Ammons.*

666. Schafer, George E. *Sensory illusions of flying.* *J. Aviat. Med.*, 1951, 22, 207-211; 256.—The many illusions which occur in flying are variously designated in the literature. In this article the author summarizes and systematically catalogues these illusions as visual (autokinetic, relative motion, false horizons by cloud banks, and so on), vestibular (illusions of tilt and pitch), and mixed (oculo-nyctal and oculo-gravic).—*A. Chapanis.*

667. Worchel, Philip, & Mauney, Jack. (*U. Texas, Austin.*) *The effect of practice on the perception of obstacles by the blind.* *J. exp. Psychol.*, 1951, 41, 170-176.—"To determine the effect of training in the perception of obstacles, seven totally blind Ss, who had failed previously in an obstacle test course, were given 210 training trials under conditions favorable for learning. The post-practice test series showed for all the Ss: a) Greater consistency in 'first perceptions,' regardless of the distance of the starting point from the obstacle. b) Smaller and more consistent 'final appraisals.' c) Fewer collisions with the obstacle. d) Only one 'false perception' in the blank trials . . . systematic training in the perception of obstacles resulted in the development of this ability to an extent equal to that possessed by experienced Ss."—*R. B. Ammons.*

(See also abstracts 1081, 1157)

VISION

668. American Standards Association. *American standard methods of measuring and specifying color.* *J. opt. Soc. Amer.*, 1951, 41, 431-439.—Definitions and specifications for color as prepared by a committee of the American Standards Association. These are based on the acceptance of the usual tristimulus values, trichromatic coordinates, chromaticity diagrams, etc. of the I.C.I. (International Commission on Illumination).—*L. A. Riggs.*

669. Brown, Robert. *An investigation into the colour vision of school children.* *Brit. J. educ. Psychol.*, 1951, 21, 150-153.—Ed. B thesis, Glasgow U., 1950.

670. Bruce, Robert H. (*U. Wyoming, Laramie.*), & Low, Frank N. *The effect of practice with brief-exposure techniques upon central and peripheral visual acuity and a search for a brief test of peripheral acuity.* *J. exp. Psychol.*, 1951, 41, 275-280.—A significant increase in the ability of 113 cadets to perceive test objects was observed after an 8-wk. practice period, whereas, a control group of 30 Ss did not show a similar increase. "No clear evidence was obtained that training in recognition of complex visual forms, presented predominantly to central visual areas, significantly improved peripheral visual acuity . . . The development of visual acuity is discussed as an example of perceptual motor skill, amenable to the learning process, . . ."—*C. H. Ammons.*

671. Burnham, Robert W. *Comparative effects of area and luminance on color.* *J. opt. Soc. Amer.*, 1951, 41, 287.—Abstract.

672. Guth, Sylvester K. (*General Electric Co., Cleveland, O.*) *Brightness relationships for comfortable seeing.* *J. opt. Soc. Amer.*, 1951, 41, 235-244.—An empirical formula has been developed for specifying the brightness conditions judged to be comfortable within the visual field. The formula is based on observations in which the subject manipulated a light source until it appeared to be at the borderline between comfort and discomfort. The formula takes account of the factors of size, brightness, position of source, and adaptation brightness.—*L. A. Riggs.*

673. Hulburt, E. O. (*Naval Research Laboratory, Washington, D. C.*) *Time of dark adaptation after stimulation by various brightness and colors.* *J. opt. Soc. Amer.*, 1951, 41, 402-404.—A subject was first dark adapted and then told to gaze with both eyes at a large screen illuminated by colored light. After three minutes' exposure, this light was cut off and the subject was instructed to look toward a large (24° square) test screen which was very dimly illuminated. The 3 min. pre-exposures to colored lights of equal brightness resulted in dark adaptation times of 4, 5, 7, 11 and 13 minutes for wavelengths 650, 600, 550, 500 and 450 mμ respectively. Stimulation by UV at 366 mμ caused little disturbance to dark adaptation. For white stimulations and red stimulations at 0.1, 1, 10 and 100 footcandles, the dark adaptation times were about 4, 5, 10 and 21 minutes for white and 3, 4, 5 and 7 minutes for red, respectively. Thus the rapid adaptation following exposure to red is confirmed and the data are extended to show progressively poorer adaptation following lights of shorter and shorter wavelengths in the visible range.—*L. A. Riggs.*

674. Koomen, M., Scolnik, R. & Tousey, R. (*Naval Research Laboratory, Washington, D. C.*) *A study of night myopia.* *J. opt. Soc. Amer.*, 1951, 41, 80-90.—The experiments reported in this paper

showed that night myopia began to appear when brightness was reduced to a level where rod vision was possible. Further reduction of brightness led to increased myopia until, at the lowest levels used, the myopia reached 1.5 to 2.0 diopters. The phenomenon still occurred when accommodation was prevented, either by the use of homatropine or by an optical method. Furthermore, the spherical aberration of the eye was measured, and its effects shown to be consistent with those of a simple glass lens having spherical aberration similar to that of the eye. It was concluded that night myopia is largely accounted for on the basis of undercorrected spherical aberration of the eye.—L. A. Riggs.

675. Minturn, A. L., & Reese, T. W. (*Mt. Holyoke Coll., So. Hadley, Mass.*) The effect of differential reinforcement on the discrimination of visual number. *J. Psychol.*, 1951, 31, 201-231.—The purpose of this experiment is to test the effects of differential reinforcement on the perception of visual numerosity. Ten college women gave a total of 14,490 reports, estimating the number of dots which ranged from 1-120, presented visually too rapidly for counting. Differential reinforcement, i.e., being informed of the accuracy of their reports, decreases both error of reporting and variability between S's. Effects persist for eight months, although in diminished degree. There are hints that some people consistently overestimate and some underestimate. The gain through reinforcement is achieved rather abruptly, then no further improvement occurs.—R. W. Husband.

676. Mitchell, Richard T., Morris, Ailene, & Dimmick, Forrest L. The relation of dark adaptation to duration of prior red adaptation. *J. opt. Soc. Amer.*, 1951, 41, 287.—Abstract.

677. Mote, F. A. & Riopelle, A. J. (*U. Wisconsin, Madison.*) The effect of varying the light-dark ratio of intermittent pre-exposure upon subsequent dark adaptation in the human eye. *J. opt. Soc. Amer.*, 1951, 41, 120-124.—The course of dark adaptation was measured after pre-exposure to continuous or intermittent light. The rate of intermittence was kept at 1 cycle per sec., but 4 conditions of light and dark intervals within each cycle were used. The intensities of pre-exposure were 8860, 886 and 88.6 m.L. For the continuous procedure the pre-adaptation was for 30 sec.; in the intermittent procedures the pre-adaptation was lengthened by an amount such that the total amount of light during pre-adaptation was the same for all conditions. For the 88.6 m.L. pre-exposures no effect was attributable to the varying light-dark ratios. For the two higher intensities, however, marked differences appeared in the direction of more rapidly completed dark adaptation when the amount of light-time in each cycle was small.—L. A. Riggs.

678. Motokawa, K., Ebe, M., Arakawa, Y. & Oikawa, T. (*Tohoku U., Sendai, Japan.*) Studies of rod-process by polarization method. *J. opt. Soc. Amer.*, 1951, 41, 478-481.—A weak electric current applied to the eyeball gives rise to a visual

"phosphene" which is enhanced whenever it is preceded by a flash of light. An optimum value exists for the interval between the optical and electrical stimuli which varies with the color of the stimulating light. With weak light applied to the periphery of the retina the interval is about 4.5 sec. The degree of enhancement varies (1) with wavelength in a manner closely following the scotopic luminosity curve, and (2) with degree of eccentricity in the visual field, in a manner resembling the density distribution of the visual rod receptors. It is concluded that this measure provides an indication of rod receptor activity separated from cone activity even at moderate intensities of stimulation.—L. A. Riggs.

679. Peckham, R. H. The effect of tinted sun glass lenses upon the perception of small color differences. *J. opt. Soc. Amer.*, 1951, 41, 286.—Abstract.

680. Pfeiffer, Chester Harry. A psychophysical investigation of the discriminial limits of size-differences of disks of light. In *Ohio State University, Abstracts of doctoral dissertations . . . 1948-49*. Columbus, O., 1950, No. 60, 243-247.—Abstract of Ph.D. thesis.

681. Pirenne, M. H., & Denton, E. J. (*U. Aberdeen, Scotland.*) Quanta and visual thresholds. *J. opt. Soc. Amer.*, 1951, 41, 426-427.—Van der Velden and Bouman have claimed that only two quanta of light need be absorbed by retinal rod receptors to make a human subject see a test field under the most favorable experimental conditions. This conclusion is based on finding shallower frequency-of-seeing curves than those of other authors. Such shallowness may, however, result from experimental errors as well as biological variations in the value of the minimum number of quanta. The very special precautions taken by Hecht, Schlaer, and Pirenne to assure adequate fixation and stimulation resulted in experimental points which were more smoothly distributed than those of van der Velden and Bouman and which included the 0 and 100% points for the frequency-of-seeing curves.—L. A. Riggs.

682. Riggs, Lorrin A., & Ratliff, Floyd. (*Brown U., Providence, R. I.*) Visual acuity and the normal tremor of the eyes. *Science*, 1951, 114, 17-18.—Recordings of the horizontal component of the movements of each eye during attempted steady fixation on a point were made by the use of a contact lens mounting a mirror, fitted to each eye of the subjects. The relatively small involuntary tremor movements are independent for the two eyes. "Our conclusion from these experiments is that the 'corresponding points' of binocular vision represent corresponding mean locations on the retina, rather than a one-to-one correspondence between cone receptors in the two eyes."—B. R. Fisher.

683. Schmidt, Ingeborg. (*USAF Sch. Aviat. Med., Randolph Field, Tex.*) Study of effect of illumination on interpretation of pseudo-isochromatic plates. Randolph Field, Tex.: USAF Sch. of Aviation Medicine, 1951. (Special Rep.) iii, 8 p.—

Several hundred normal and color-defective subjects were tested with two pseudo-isochromatic tests of color vision viewed under illumination intensities of 25, 65, and 100 foot-candles, and color temperatures of 5,900°K and 11,000°K. Variations in the intensity of the illumination had little effect on the number of errors made by the subjects. Variations in the quality of the illumination produced marked changes: normal, deuteranopic and deuteranomalous subjects made more errors when the charts were viewed under the light with the higher color temperature (bluer light); protanopic and protanomalous subjects were not affected by the change in color temperature.—A. Chapanis.

684. Strughold, Hubertus. (USAF Sch. Aviat. Med., Randolph Field, Tex.) Investigations on the usefulness of contact lenses in flight. I. The sensibility of cornea and conjunctiva of the human eye. Randolph Field, Tex.: USAF Sch. of Aviation Medicine, 1951. (Proj. No. 21-24-006. Rep. No. 1.)—A review of the literature shows that the cornea and conjunctiva of the human eye respond to mechanical stimuli with pain sensations only. The center of the cornea is most sensitive to pain and it is, in fact, the most pain-sensitive spot of the entire body. Other areas of the eyeball are less sensitive to pain. Although the center of the cornea does not respond with sensations of temperature, the margin of the cornea is highly sensitive, and more peripheral areas less sensitive, to cold stimuli. Sensations of touch and warmth can be aroused only in the eyelids.—A. Chapanis.

685. Wolf, Ernst, & Zigler, Michael J. (Wellesley Coll., Mass.) Dark adaptation level and duration of testflash. *J. opt. Soc. Amer.*, 1951, 41, 130-133.—Dark adaptation curves were obtained with each of six different durations of test flash ranging from .01 to 1 sec. Light adaptation of the whole retina was followed by test flashes from a circular field 5° in diameter. Both central and parafoveal (6°) locations were used. In the resulting dark adaptation curves, the levels of both cone and rod segments were lower the greater the duration of the test flash.—L. A. Riggs.

686. Young, Francis Allan. An exploratory study of projected afterimages. In *Ohio State University, Abstracts of doctoral dissertations . . . 1948-49*. Columbus, O., 1950, No. 60, 353-357.—Abstract of Ph.D. thesis.

687. Zigler, Michael J.; Wolf, Ernst; & King, Esther Shores. (Wellesley Coll., Mass.) The influence of surround brightness and short wave components of radiation on dark adaptation. *J. opt. Soc. Amer.*, 1951, 41, 354-359.—The eye was exposed to a large field of light emitting radiation from 285 to 510 mμ in addition to white light. Dark adaptation was then measured by the use of a 2° square test field consisting of dark and light vertical bars. Dark adaptation was slower and less complete than with pre-exposure to white light alone. Under nearly all conditions of surround brightness exposure to ultraviolet rays was detrimental for subsequent dark adaptation. It was concluded that these rays had a desensitizing effect on the foveal and parafoveal cones as well as on the rod receptors.—L. A. Riggs.

(See also abstracts 1144, 1146, 1147)

AUDITION

688. Garner, W. R. (Johns Hopkins U., Baltimore, Md.) The accuracy of counting repeated short tones. *J. exp. Psychol.*, 1951, 41, 310-316.—"The purpose of these experiments was to determine the accuracy with which the number of short tones in a series could be counted as a function of the repetition rate of the tones and the total number of tones in the series. . . . The major conclusions are: The accuracy of counting is a function of both number of tones and the repetition rates. . . . The decrease in accuracy is accompanied by a consistent tendency to underestimate the number of tones in the series and by an increase in the variability. . . . Tone intensity and duration have no effect on accuracy of counting. Randomizing the repetition rate between each successive presentation has a statistically significant but practically unimportant effect on counting accuracy."—C. H. Ammons.

(See also abstract 743)

RESPONSE PROCESSES

689. Ejercito, Antonio, & Urbino, Cornelio M. (Dept. of Health, Manila, P. I.) Flight range of gravid and newly emerged anopheles. *Bull. World Hlth Org.*, 1951, 3, 663-671.—"In order to determine the range of flight of anopheles, an experiment was conducted at Tungkong Manga, Philippines, in 1937, which consisted in trying to recapture mosquitos that had been released after staining. The range of flight varied between 640 m and 2,016 m, being 1,249 m on the average. . . . flight deviated only slightly from the wind direction. It was not possible to determine to what extent the flight range might be ascribed to 'volition flight,' as distinct from the 'wind flight range'."—J. C. Franklin.

690. Ferrio, Carlo. Sul significato del termine "Triebe" in psicologia. (On the meaning of the term "Triebe" in psychology.) *Riv. Psicol.*, 1950, 46, 145-155.—A detailed analysis of the various meanings of the term "Triebe" as used in German psychological literature is made. The author considers that in the same way in which we speak of sensation as a "product" of sensibility, of perception as a "product" of perceptibility, we should speak of instinct as a "product" of "Triebe." Thus, the term "Triebe" should be interpreted as meaning "pulsions, solicitations, or instinctive solicitations." "With that it would be established that 'instinct' is the general name of a function which has as specific products pulsions or solicitations, or Triebe." 27 references.—A. Manoel.

691. Gemelli, Agostino; Hsiao, Paul S. Y., & Raduscev, Bogdan. (Università Cattolica del Sacro

Cuore, Milan, Italy.) Contributo all'analisi dei movimenti della scrittura. (Contribution to the analysis of handwriting movements.) *Comment. pont. Acad. Sci.*, 1948, 12 (1), 1-66 + 22 plates.—Factors of size, speed, rhythm, letter form, etc., of hand writing movements are studied kymographically and photographically.—F. C. Sumner.

692. Gerathewohl, S. J. (*Aero Med. Center, Heidelberg, Germany.*) Method for the analysis of psychomotor performance under hypoxia. *J. Aviat. Med.*, 1951, 22, 196-206.—Using a complex reaction test the author studied one highly trained and acclimatized subject at simulated altitudes of 6,500 to 26,400 feet without supplemental oxygen. Mean errors and variability in performance increase markedly at altitudes above 20,000 feet. The author highly recommends his device for research in this area.—A. Chapanis.

693. Guyon, René. *Sexual freedom*. New York: Alfred A. Knopf, 1950. xiv, 344 p. \$3.50.—This is a translation of the author's *La Liberté Sexuelle*, originally written in 1932. After developing the concept that sexual freedom is needed, certain guiding principles for its advancement are proposed. The last three chapters deal with female sexual activities, sex relations, and the psycho-physiology of the erotic life. An extensive index is provided.—C. R. Adams.

694. Wartenberg, Robert. (*U. California Sch. Med., San Francisco.*) Babinski reflex and Marie-Foix flexor withdrawal reflex; historical notes. *A.M.A. Arch. Neurol. Psychiat.*, Chicago, 1951, 65, 713-716.—It is pointed out that the Babinski reflex was first described not by Babinski in 1896 but by the German neurologist Remak in 1893. Likewise, the Marie-Foix maneuver (leg flexion in all joints on passive flexion of the toes) was first described clinically by Wharton Sinkler, the Philadelphia neurologist and student of Weir Mitchell, in 1888, 22 years prior to the observations made by Marie and Foix.—L. A. Pennington.

695. Wilson, R. C., Green, G. A., Bryan, G. L., & Willmorth, N. E. An investigation of certain after-effects of intermittent radial acceleration. *Rep. Psychol. Lab. Univ. Southern Calif.*, 1950, No. 2, 19 p.—Increased speed of aircraft prompted a study of behavior decrement on six tests preceding and following prolonged exposure to moderate *g* intensities on the human centrifuge. Generally, except for less improvement of the experimental group on two tests, "intermittent exposure to positive radial acceleration" had no significant effect on test performance.—R. Tyson.

COMPLEX PROCESSES AND ORGANIZATIONS

696. Bull, Nina. (*New York State Psychiatric Institute, New York.*) The attitude theory of emotion. *Arch. Psicol. Neurol. Psychiat.*, 1951, 12, 108-114.—The attitude theory of emotion according to which, "emotion is conceived as a sequence of neuromuscular events in which a postural set on prepara-

tory motor attitude is the initial step," is presented. This theory is a modification of the James-Lange-Sergi theory and was developed by the author independently from the conception of Binet as formulated in 1911. The validity of the attitude theory of emotion is confirmed by the contributions of other workers in that field, and through experimental researches. These researches using hypnotic suggestion show that it is not possible to have discrepancies between feeling and postural attitude. French, English, and Italian summaries.—A. Manoil.

697. Champion, R. A. (*U. Sydney, Australia.*) Studies of experimentally induced disturbance. *Aust. J. Psychol.*, 1950, 2, 90-99.—"Three experiments were made on the conditions and measurement of experimentally induced disturbance, with the GSR as an index. Disturbance was created in 24 Ss under conditions of no movement, non-adaptive movement and adaptive movement. Recovery from the disturbance was faster with adaptive movement than with no movement. Stress was induced in 12 Ss, 6 of whom then took part in general discussion about the disturbance whilst 6 merely rested. The former showed less disturbance in an after-test. . . . Attitude is an important factor in the explanation of the first two results; all three experiments provide evidence that the RQ is a valid and useful means of expressing the GSR."—R. B. Ammons.

698. Cofer, Charles N. (*U. Michigan, Ann Arbor.*) Verbal behavior in relation to reasoning and values. In Guetzkow, H., *Groups, leadership and men* (see 26: 803), 206-217.—A series of experiments is described in which it is demonstrated that the amount of relevant verbal material available to a subject, its associative strength, and its "value" to him are all related to his ability to solve certain experimentally defined problems. 16 references.—I. Lazar.

699. Hinckley, E. D., & Rethlingshafer, D. (*U. Florida, Gainesville.*) Value judgments of heights of men by college students. *J. Psychol.*, 1951, 31, 257-262.—528 college men were asked to rate 28 heights ranging from 4' 8" to 6' 11", on a 9-point scale, to test an egocentric vs. objective hypothesis. Three hypotheses verified were: judgment of average height is influenced by the height of the man making the judgment; the meaning of the terms "short" and "tall" is influenced by height of the judge himself; and the egocentric influence is partially controlled by objective facts, particularly in judging the extreme heights.—R. W. Husband.

700. Katzenstein-Sutro, Erich. Symbolwert der Farbe im psychischen Geschehen. (Symbolic value of color in psychic events.) *Schweiz. Z. Psychol. Anwend.*, 1951, 10, 1-26.—The symbolic significance of colors is illustrated by many references from mythology, religious writings, and literature. The same is then done with respect to dreams, visions, and phantasies of mental patients. There is no constant relationship between certain colors and certain mental events. French and English summaries. 116 references.—K. F. Muenzinger.

701. Koch, Sigmund. (Duke U., Durham, N. C.) The current status of motivational psychology. *Psychol. Rev.*, 1951, 58, 147-154.—The current status of motivational psychology is described as "a ridiculously meager set of scattered experimental observations," many of which prove to be "ambiguous, unreliable, of indeterminate generality, or downright trivial." There seem to be "five major problem clusters in the current psychology of motivation": functional problems (concerning roles of needs), genetic problems, problems concerning need for interaction and conflict, "measurational" problems, and problems relating to the organization of needs in personality. 45 references.—C. H. Ammons.

702. Luzzatto, Fabio. Attività e lavoro intellettuale. (Activity and intellectual work.) *Riv. Psicol.*, 1950, 46, 252-261.—A series of general considerations on the difference between manual and intellectual work are made. The author considers that there is incompatibility between intellectual work (thinking) and manual work. "There is incompatibility because the muscular work . . . paralyzes pure intellectual activity . . .". Moreover, "excessive abstract thinking excludes action" and vice-versa "Excessive action nullifies through fatigue the possibility of thinking." In general, practical activity should be distinguished from thought.—A. Manoil.

703. McClelland, David C. (Wesleyan U., Middletown, Conn.) Measuring motivation in phantasy: the achievement motive. In Guetskow, H., *Groups, leadership and men* (see 26: 803), 191-205.—Subjects were placed in 6 situations arranged to produce various degrees of ego-involvement and success and failure. In each situation they produced short stories around 4 projective pictures. Scoring of the fantasy productions was done in terms of the achievement level described in the story. The reliability of these scores was .70 (corrected) and significant changes in the score were associated with the more "achievement-oriented" experimental situations. The relationship of this score to other kinds of behaviour, its implications for motivational theory, and its utility as a method of measuring motivation which is different from methods used in measuring learning and perception are discussed. 10 references.—I. Lazar.

704. Migliorino, Giuseppe. Sulla genesi dell'emozione. (On the genesis of emotion.) *Riv. Psicol.*, 1950, 46, 166-172.—On the basis of a case of post-traumatic neurosis with symptomatology of the strio-pallidal type, various theories of emotion are analyzed. The author considers that the three approaches: intellectualist (Herbart-Nahlowski), somatic (James-Lange), neurologic (S. de Sanctis) are not exclusive of each other; the three approaches offer partial explanations; all of them should be used for a comprehensive understanding of emotional behavior.—A. Manoil.

705. Smith, Kendon R. (Pennsylvania State Coll., State College.) Intermittent loud noise and mental performance. *Science*, 1951, 114, 132-133.—

Description of an experiment involving performance on the Minnesota Clerical and the Revised Minnesota Paper Form Board Tests, under motivated conditions, the experimental group (35 subjects) differing from the control group (34 subjects) in being subjected to intermittent loud noise. Comparing mean scores of experimental and control groups, in "each test the experimental group attempted more items, got more items correct, and got more items incorrect; however, in the experimental group the percentage of accuracy was lower." The experimental group showed less variability than the control group, but only the two exceptions achieved statistical significance.—B. R. Fisher.

706. Solé, A. Ueber die Wirkung des Wahrscheinlichkeitsgesetzes auf seelische Vorgänge. (The effect of the law of probability upon psychological processes.) *Wien. Z. prakt. Psychol.*, 1949, 1, 73-77.—Subjects were instructed to give freely a series of 100 choices between two or three colors. Choice frequencies for individual subjects as well as the summed frequencies for the entire group of subjects were close to frequencies predicted on the basis of probability. The results are interpreted as indicating the determination of these choices by the law of probability, although the subjects believed their responses to be quite free.—C. M. Crossman.

707. Stephenson, Richard M. (Rutgers U., New Brunswick, N. J.) Conflict and control functions of humor. *Amer. J. Sociol.*, 1951, 56, 569-574.—Sociological analysis of humor has focused primarily upon its control and conflict functions. Such studies have been concerned principally with race and ethnic differences. However, an analysis of jokes concerning social and economic differences as revealed by anthologies of wit and humor demonstrate that their primary function is not conflict. On the contrary, such jokes function as control mechanisms expressing the common value system and minimizing the notion of class or status conflict and consciousness.—D. L. Glick.

708. von Hattingberg, Hans. Über die Liebe; eine ärztliche Wegweisung. (About love; a medical guide.) Basel: Ernst Reinhardt, 1949. 373 p. Swiss Fr. 11.—The author takes the position that love is, or should be, a deep and meaningful spiritual experience which unites two beings. He discusses personality characteristics affecting love relations and considers medical aspects of sex in relation to love.—W. M. Gilbert.

LEARNING & MEMORY

709. Ammons, Robert B. (U. Louisville, Ky.) Effects of pre-practice activities on rotary pursuit performance. *J. exp. Psychol.*, 1951, 41, 187-191.—Two 12-min. practice periods of continuous rotary pursuit, separated by a 17-min. rest period were given 202 undergraduate college women. Groups practiced under eight different conditions of pre-practice warming-up activity. Pre-practice was given before one or both of the practice periods. Statistically significant score differences between

groups appeared at no point in practice. It is concluded that the present types and durations of pre-practice activity do not produce significant changes in subsequent performance level, warm-up decrement, or temporary work decrement.—C. H. Ammons.

710. Bilodeau, Ina McDonald, & Schlosberg, Harold. Similarity in stimulating conditions as a variable in retroactive inhibition. *J. exp. Psychol.*, 1951, 41, 199-204.—Two "experiments were designed to test the hypothesis that retroactive inhibition would be decreased if the similarity between the environments in which original and interpolated learning took place was reduced. . . ." The original learning consisted of eight repetitions of ten paired-associate adjectives, which were relearned in the original ('standard') learning situation, following 8 min. of interpolated activity. . . . The results . . . showed that the interpolated list lost approximately half its retroactive effect on recall if learned under conditions markedly different from those of original learning."—R. B. Ammons.

711. Brogden, W. J. (*U. Wisconsin, Madison.*) Some theoretical considerations of learning. *Psychol. Rev.*, 1951, 58, 224-229.—Since learning is the "core of the science of psychology," understanding of other areas of psychology rests upon adequate theories of learning, which are based on experimental results. Theories may "hinder advancement or accelerate it." As "each of our present day theories is probably doing both," a number of "general problems . . . common to the development of theories of learning" are discussed.—R. B. Ammons.

712. Gatling, Frank Prentice. A study of the continuity of the learning process as measured by habit reversal in the rat. In *Ohio State University, Abstracts of doctoral dissertations . . . 1948-49*. Columbus, O., 1950, No. 60, 117-121.—Abstract of Ph. D. thesis.

713. Hake, Harold W., & Grant, David A. (*U. Wisconsin, Madison.*) Resistance to extinction and the pattern of reinforcement: II. Effect of successive alternation of blocks of reinforced and unreinforced trials upon the conditioned eyelid response to light. *J. exp. Psychol.*, 1951, 41, 216-220.—"Resistance to extinction of the eyelid CR's of 90 human Ss was studied as a function of the number of transitions from unreinforced back to reinforced trials, and the average length per block of the unreinforced trials. The total frequency of CR's during extinction increased with the number of transitions to a maximum and then decreased. A similar, although less reliable, trend resulted for average unreinforced block size."—R. B. Ammons.

714. Hake, Harold W., Grant, David A., & Hornseth, John P. (*U. Wisconsin, Madison.*) Resistance to extinction and the pattern of reinforcement: III. The effect of trial patterning in verbal "conditioning." *J. exp. Psychol.*, 1951, 41, 221-225.—"The effects of (a) the number of transitions from unreinforced to reinforced trials, and (b) the average number of trials in the unreinforced blocks on the

extinction of Humphrey's verbal response were studied in 180 Ss by means of a three-by-three orthogonal experiment. The function relating resistance to extinction to the number of transitions had a maximum at three transitions, which had previously been observed in a parallel eyelid CR experiment. Resistance to extinction was a monotonic decreasing function of the average number of unreinforced or negative trials per block."—R. B. Ammons.

715. Hubbard, Wilbur R. (*Indiana U., Bloomington.*) Secondary reinforcement of a simple discrimination in human beings. *J. exp. Psychol.*, 1951, 41, 233-241.—Two groups of college students were trained in a simple discrimination situation in which a tone was paired with a verbally determined reinforcer. One group was given extinction trials with the tone, and another group without. The first group made more correct choices during extinction than did the other. A third group, trained with only the original reinforcer and given extinction trials with the tone present, gave a performance that fell between those of the first two groups. The data seem to warrant the conclusions: Secondary reinforcement may serve to delay the extinction of a response in human beings. A stimulus not previously paired with a reinforcing stimulus may behave like a secondary reinforcer, but is not as effective.—R. B. Ammons.

716. Irion, Arthur L., & Wham, Dorothy S. (*U. Illinois, Urbana.*) Recovery from retention loss as a function of amount of pre-recall warming-up. *J. exp. Psychol.*, 1951, 41, 242-246.—"The effects upon retention of pre-recall warming-up were demonstrated in the rote-serial anticipation learning situation. . . . Amount of recovery from retention loss was shown to be some increasing function of amount of pre-recall warming-up. Rate of rise of the relearning function tended to be greater following small than following large amounts of pre-recall warming-up activity. There was a suggestion that reminiscence might occur over a 35-min. retention interval under conditions of maximum warming-up before recall."—C. H. Ammons.

717. Jarvik, Murray E. (*U. California, Berkeley.*) Probability learning and a negative recency effect in the serial anticipation of alternative symbols. *J. exp. Psychol.*, 1951, 41, 291-297.—"Three randomized series in which one word held a preponderance over another at the ratio of 60, 67, and 75 per cent, respectively, were presented to different groups of college students totalling 78 who had to guess, before each new presentation, which of the two alternatives would be next. All three proportions are above the threshold of probability discrimination under the conditions of our experiment. The trend of results resembles the probability learning curves of Brunswik and Herma in their slow initial rise followed a slow and 'paradoxical' decline, without reaching statistical significance in this respect. Superimposed upon, and occasionally overshadowing, the long-range positive probability learning is a short-range 'negative' recency effect. . . . Verbalized hypotheses

concerning the sequences, if present at all, seem to have little functional relevance."—C. H. Ammons.

718. Lewis, Don; McAllister, Dorothy E., & Adams, Jack A. (State U. Iowa, Iowa City.) Facilitation and interference in performance on the modified Mashburn apparatus: I. The effects of varying the amount of original learning. *J. exp. Psychol.*, 1951, 41, 247-260.—"Twelve groups of Ss first acquired skill on the standard Mashburn task for 10, 30, and 50 trials, then learned the reversed task for 10, 20, 30, or 50 trials, and finally relearned the original task for 20 trials. Two control groups, after 30 and 50 trials of OL, rested for five days, and then relearned. A third control group practiced continuously on the standard task for 120 trials. A fourth control group began on the reversed task and practiced for 20 trials. All trials were 2 min., with 15-sec. intertrial rests, ten trials per day. [It was found that] . . . the acquisition of skill on the standard Mashburn task facilitated and also interfered with the subsequent learning of the reversed task."—R. B. Ammons.

719. Liberman, Alvin M. (U. Connecticut, Storrs.) A comparison of transfer effects during acquisition and extinction of two instrumental responses. *J. exp. Psychol.*, 1951, 41, 192-198.—"One group [N = 23] of rats was trained first to run down a runway and then to press a bar in a modified Skinner Box, and, on the day following training, that group was extinguished first on the running response and then on the bar-pressing. A second group [N = 23] was trained, and also extinguished, on the two habits in reverse order. Training on the bar-pressing response did not affect subsequent learning of the running response, nor did training on the running response significantly affect learning of the bar-pressing. The extinction of either habit, on the other hand, considerably facilitated the extinction of the other."—C. H. Ammons.

720. Majorana, Angelo. Ricerche sull'apprendimento dei ratti in labirinto. (Researches on the learning of rats in the maze.) *Riv. Psicol.*, 1950, 46, 233-251.—Two groups of albino rats were trained in a T-maze according to the technique of Tolman, but with reference to the first phase of the learning process only. The exploratory, or investigative phase is considered as very important; "the exploratory need has a meaning in the organization of the animal's behavior." It is in that phase that the animal enters in contact with the environment, adjusts to it and acquires "a purposeful elaborative activity." Considerations as to the "functional level, of localization," and possible clinic-pathological interpretations of these researches are also made.—A. Manoil.

721. Meyer, Donald R. (Ohio State U., Columbus.) The effects of differential rewards on discrimination reversal learning by monkeys. *J. exp. Psychol.*, 1951, 41, 268-274.—"8 rhesus monkeys, previously trained in the learning of reversed discriminations, learned a series of 64 problems in which each problem involved four reversals of response to a

single pair of stimulus-objects. Four different reward conditions were studied. . . . It was found that rewards which were differentially effective in an earlier experiment maintained initially identical performances, but that differences appeared with successive presentations of both levels of reward. . . . Postulations of simple relationships between the effectiveness of varying amounts of reward and their capacities to reduce physiologically defined needs are not supported."—R. B. Ammons.

722. Mowrer, O. H. (U. Illinois, Urbana.), & Lamoreaux, R. R. Conditioning and conditionality (discrimination). *Psychol. Rev.*, 1951, 58, 196-212.—It is suggested that conditioning denotes "that type of learning which involves viscerovascular tissue and the autonomic system," and that problem-solving denotes "that type of learning which involves striped musculature and the central nervous system;" whereas discrimination learning "represents an attempt on the part of living organisms to resolve a conflict . . ."—C. H. Ammons.

723. Notterman, J. M. (Columbia U., New York.) A study of some relations among aperiodic reinforcement, discrimination training, and secondary reinforcement. *J. exp. Psychol.*, 1951, 41, 161-169.—6 groups of rats (N = 81) were trained on a trough-type runway. The 5 experimental groups received a constant number of reinforced light-present (S') trials, but differing numbers of unreinforced light-absent (S'') trials. It was found that acquisition of secondary reinforcing power was an increasing monotonic function of the number of S' trials given during a previous discrimination procedure; "effectiveness of discrimination . . . is a function of the number of S' trials; the strength of an aperiodically reinforced response is 'an increasing monotonic function of the number of randomly interspersed unreinforced trials;' and resistance to extinction of this response 'increases as a function of the number of randomly interspersed unreinforced trials.'"—C. H. Ammons.

724. Rethlingshafer, Dorothy; Eschenbach, A. (U. Florida, Gainesville.), & Stone, J. T. Combined drives in learning. *J. exp. Psychol.*, 1951, 41, 226-231.—Hunger and thirst of rats were used to study the question: "With equal strengths of two opposed habits acquired under different single-drive states, how would various drive combinations affect the contradictory response strengths?" Interference of responses when drives were combined appeared in animals with equal habit strength for opposed responses acquired under single alternating drives. "The conclusions are supported in that similar results were obtained by two different groups of Ss run by different experimenters and in different combinations of drives."—C. H. Ammons.

725. Rosenbaum, Gerald. (State U. Iowa, Iowa City.) Temporal gradients of response strength with two levels of motivation. *J. exp. Psychol.*, 1951, 41, 261-267.—16 rats were trained in a Skinner Box to press a bar inserted every 60 sec. for 96 trials. Latencies of response to intervals shorter and longer

than 60 sec. were tested. 8 Ss were tested under 22-hr. drive, and others under a reduced drive. Drive states were reversed after 192 trials. It was found that the shortest latencies occurred at 60 sec., with progressively longer latencies with increasing temporal distance from the conditional interval. "A second experiment, utilizing a greater difference in drive between the two groups, revealed a significant difference between the slopes of the two gradients for the 15- to 60-sec. intervals."—C. H. Ammons.

726. Smith, Karl U. (*U. Wisconsin, Madison.*) **Learning and the associative pathways of the human cerebral cortex.** *Science*, 1951, 114, 117-120.—5 subjects were required to learn a stylus maze before and after neurosurgery involving cutting of the pathways of the corpus callosum. The learning scores at the two times showed no significant differences. Comparing the same data for 7 unoperated and 9 operated subjects showed decremental differences significant at the 1% level for transfer trials and at the 5% level for percentage transfer. The author suggests "the possibilities that the cortex . . . is primarily a reaction system and that, physiologically, learning consists of alterations within components of this reaction system, whether involving changes within the neurone or between neurones."—B. R. Fisher.

727. Sutherland, R. E. (*Winter V. A. Hosp., Topeka, Kans.*) **An application of the theory of psychosexual development to the learning process.** *Bull. Menninger Clin.*, 1951, 15, 91-99.—Psychosexual development itself is a learning process, and its classical stages may be thought of as steps by which a person approaches the learning and mastery of any new situation. The learner first passively accepts information, and then in succession more actively approaches the source of supply, struggles between conformity and an independent use of the new skill, tries to use and to show the new-gained strength, and finally reaches the stage of satisfaction in the skill or knowledge of and for itself.—W. A. Varvel.

728. Weise, Phillip, & Bitterman, M. E. (*U. Texas, Austin.*) **Response-selection in discriminative learning.** *Psychol. Rev.*, 1951, 58, 185-195.—"An experiment is reported in which a group of rats were trained in a multiple discrimination-apparatus to choose the brighter or darker of two alleys (simultaneous problem) while a second group of rats were trained to turn in one direction when both alleys were lighted and in the opposite direction when both were dark (successive problem). The first problem proved to be significantly more difficult than the second. This result is interpreted to mean that under certain conditions the process of discrimination cannot be appropriately described in approach-avoidance terms, but requires the assumption that the animal learns to respond differentially to discrete spatial configurations of stimuli."—C. H. Ammons.

729. Winnick, Wilma A. (*Queens Coll., N. Y.*), & Hunt, J. McVicker. **The effect of an extra stimulus upon strength of response during acquisition and extinction.** *J. exp. Psychol.*, 1951, 41, 205-215.—5 groups of 10 rats ran an elevated maze. Time taken to leave the starting box after the door had been lifted was recorded. A buzzer (extraneous stimulus) sounded for 4 sec. and ceased 2 sec. before the opening of the door. Groups were given 15 acquisition and 8 extinction trials, during which the extraneous stimulus was sounded at one of several points during acquisition and extinction. "The average effect of introducing the buzzer during acquisition is a consistent decrement in strength . . . of the response."—C. H. Ammons.

730. Zeaman, David, & House, Betty J. (*U. Connecticut, Storrs.*) **The growth and decay of reactive inhibition as measured by alternation behavior.** *J. exp. Psychol.*, 1951, 41, 177-186.—Following a preliminary period in which there were given "large numbers of reinforcements to build equal and asymptotic habit strengths" to both sides of a T-maze, 20 rats were given varying numbers of forced trials to one side of the T and, after 10 forced trials, varying interpolated delay periods. It was found that: "The percentage of rats alternating increases linearly with number of forced trials. Alternation percentage decreases as a negatively accelerated function of the length of delay period after 10 forced trials."—C. H. Ammons.

(See also abstract 660)

THINKING & IMAGINATION

731. Dattman, Priscilla E., & Israel, Harold E. (*Smith Coll., Northampton, Mass.*) **The order of dominance among conceptual capacities: an experimental test of Heidebreder's hypothesis.** *J. Psychol.*, 1951, 31, 147-160.—This paper presents the results of two studies modelled after Heidebreder's "modified memory experiments" in which the regular order of attainment of concepts belonging to the categories: concrete objects, forms, and numbers, disappeared when equivalent perceptual instances were supplied uniformly over the three classes. ". . . the relative ease with which concepts are attained is directly dependent upon the degree of perceptual effectiveness with which the instances serve to present the feature to be conceptualized."—R. W. Husband.

732. Migliorino, Giuseppe. **Sui rapporti tra pensiero e linguaggio.** (On the relationship between thought and language.) *Riv. Psicol.*, 1950, 46, 209-214.—An analysis of various aspects of the relationships between language and thought is made. Language and thought are interdependent: language is an expression of a thinking process; language in turn influences thought. Language and thought are in a "circular" relationship.—A. Manoil.

733. Postman, Leo. (*Harvard U., Cambridge, Mass.*) **Toward a general theory of cognition.** In Rohrer, J. H., & Sherif, M., *Social psychology at the crossroads*, (see 26: 817), 242-272.—Two major

emphases in the study of cognition have been the formal, "as self-sufficient processes with little regard to the context . . . in which they take place," and the instrumental, ". . . the ways in which cognitive behaviour serves the adjustment of the organism to a changing environment." These are not contradictory emphases; they ask different questions. Three approaches to an integrated cognitive theory are discussed, and one of them, which is defined in both types of constructs is selected for expansion by the author. This "Hypothesis-Information Theory of Cognition" is supported with reference to 52 experimental and theoretical studies.—I. Lazar.

734. Révész, Géza. (U. Amsterdam, Netherlands.) *Die Psychologie der schöpferischen Arbeit*. (The psychology of creative work.) *Universitas*, 1949, 4, 1179-1186.—Conscious work and spontaneous, unconscious inspiration are working in the genius incalculably coordinated and subordinated. The original creative idea is an immediate expression of the creative mind. Fundamentally it does not have an explanation and does not need any. It is, so to say, a natural event, which has its root in us, and—perhaps just for that reason—cannot reveal itself to us.—P. L. Krieger.

(See also abstract 1039)

INTELLIGENCE

735. Garmendia de Otaola, A. *Clasificación de los talentos dentro del paradigma psicológico*. (Classification of talents within the psychological paradigm.) *Rev. Psicol. Pedag. apl., Valencia*, 1950, 1(2), 29-39.—The following topics are briefly discussed: the normal distribution of intelligence, qualitative varieties of intelligence, and creative talents. Will and intellectual feelings increase intellectual production. English summary.—E. Sánchez-Hidalgo.

736. Greenhalgh, A. J. *Talent erosion*. *Aust. J. Psychol.*, 1949, 1, 11-25.—"This paper has attempted to show that in our world of mobile populations moving in search of material gain, something is happening to the distribution of ability throughout the country, and this may be most aptly described by the term 'talent erosion,' because the best elements are tending to be removed from some areas, and concentrated, perhaps wastefully, in others, thus leaving the denuded areas with a greater proportion of duller children to meet the problems that area has to solve. As in all 'social' studies, proof positive through experiment is not possible, but the figures for the district studied are so remarkable as to suggest that the hypothesis might be tested elsewhere, linking a strong knowledge of a district to an appreciation of its I.Q. pattern."—C. H. Ammons.

737. Howie, Duncan. *Scholastic aptitude, reasoning, fluency and concentration*. *Aust. J. Psychol.*, 1950, 2, 100-113.—"The intercorrelations of scores by 252 school children on 36 variables selected to examine possible relationships between fluency, concentration, and scholastic aptitude were analyzed

by Burt's Group Factor Method. The factorial description accounted for 48.3 per cent of the variance . . ." Only 3 factors of 7 distinguished were involved to any significant extent in the description of the scholastic tests. These were a general factor, a verbal group factor and a group factor akin to Thurstone's reasoning factor.—C. H. Ammons.

738. Lange-Eichbaum, Wilhelm. *Das Genie-Problem; eine Einführung*. (The problem of genius; an introduction.) München, Basel: Ernst Reinhardt, 1951. xii, 125 p. 4.80 swiss francs.—To become a genius the individual must both have some outstanding qualities and be recognized by public opinion. He usually will possess some exceptional innate talents, although their development and fruition are largely a matter of circumstance. Specific traits must also appeal to the public. Genius is a specific function of an individual in relation to a group. This function does not occur in all cultures. There is no intrinsic relation between genius and mental disease, although there is a clear correlation between genius and the mildly abnormal. These conclusions are based on the study of 800 biographies.—D. H. Salmon.

739. Piéron, Henri. (Coll. France, Paris.) *El problema de la inteligencia*. (The problem of intelligence.) *Rev. Psicol. Pedag. apl., Valencia*, 1950, 1(1), 9-22.—An appraisal is made of the notions regarding the "value" of intelligence. A concrete definition of intelligence is greatly needed. Claparède's concept of global intelligence is briefly discussed. The social importance of the problem of intelligence is stressed.—E. Sánchez-Hidalgo.

PERSONALITY

740. Adcock, C. J. (Victoria U. Coll., N. Z.) *A note on the factorial analysis of Sheldon's personality traits*. *Aust. J. Psychol.*, 1950, 2, 114-115.—"A group of 43 first-year students and 17 of their friends were asked to rate themselves on a five-point scale for twelve of Sheldon's traits. Each student was provided with a cyclostyled copy of Sheldon's full description of these twelve traits . . . and asked to study each trait well before rating. Tetrachoric correlations were run off and analysed by the Thurstone Multiple Group Method. It was found that three factors only could be justified by this material."—C. H. Ammons.

741. Adler, G. *Notes regarding the dynamics of the self*. *Brit. J. med. Psychol.*, 1951, 24, 97-106.—"The purpose of this paper is to provide material from case-histories in order to shed light on this problem of the self and its realization in the individuation process. Two aspects of the self will have to be considered. In the first place the self, as the new centre of gravity and the synthesis of conscious and unconscious (of ego and non-ego), is the goal of the individuation process; but . . . it is at the same time the dynamics behind this same process, the power which sets it in motion and which seeks to assert and realize itself therein, despite all the twists and turns of empirical existence."—C. L. Winder.

742. Ekman, Gösta. On typological and dimensional systems of reference in describing personality—studies in constitutional psychology. *Acta Psychol.*, 1951, 8, 1-24.—The author presents the rationale of dimensional or differential and typological personality analysis and, to illustrate, compares Kretschmer's somato-typological system with Sheldon's dimensional morphological system. Typology places individuals as relatively pure types or as intermediate forms between these. Expressed geometrically, all individuals fall along a line when the variation is in two dimensions, in a hyper-plane for more than three. The superiority of the dimensional aspect is of a methodological and formal character.—G. Rubin-Rabson.

(See also abstracts 615, 960)

AESTHETICS

743. Costa, A. Massucco. L'evoluzione operatoria nella seriazione dei suoni. (Operational evolution in serial arrangement of musical tones.) *Riv. Psicol.*, 1950, 46, 156-165.—The problem of the ability of children to arrange in series musical tones is studied experimentally. The author observes that a qualitative judgment prevails. "This is almost inevitable for the diatonic scale, but frequently also for the chromatic scale." The results show that the arrangement in order of musical tones is approached in the same way as the arrangement in order of other quantities such as weights: "seldom and probably not spontaneously, a numerical series is established. This seems to require an artificial transposition in intuitive values of spatial character."—A. Manoël.

744. Ernst, Joachim. Die Rolle der Religion bei Jacob Burckhardt. (The rôle of religion in Jacob Burckhardt's work.) *Z. Relig.-Geistesgesch.*, 1948, 1, 335-345.—For Burckhardt the pure perception of the beautiful comprehends all values: morale and greatness, continuity and knowledge gained in freedom are all together where he sees the beautiful itself. His religion is faith in the Gestalten of beauty, it is the religion of the artist whom he could not tame in himself, and whenever he tries, he does it by the tools of an artist, by masks.—P. L. Krieger.

745. Fisher, Rhoda Lee. (Elgin St. Hosp., Ill.) Preferences of different age and socio-economic groups in unstructured musical situations. *J. soc. Psychol.*, 1951, 33, 147-152.—"251 students varying in age, sex, and socio-economic background were asked to indicate their preference reactions to five classical type compositions whose identity was unknown to them. No clear-cut preference differences between age groups, socio-economic groups, or sex groups manifested themselves. In general, it would appear that the factors usually operating to produce differences in preference reaction to classical type music whose identity is known do not operate appreciably in unstructured situations where the identity of such compositions is unknown."—J. C. Franklin.

746. Fulchignoni, Enrico. Film und Schule. (Film and school.) *Wien. Z. prakt. Psychol.*, 1949, 1, 3-9.—Following some comments on the importance of the motion picture as a cultural medium and sociological influence, the author proposes a program of university study directed toward research in phenomena of the film. Such a program would include careful textual study of film classics, first-hand acquaintance with the film-production process, and analysis of the outstanding psychological and sociological problems posed by the motion picture.—C. M. Crossman.

747. Grinstein, Alexander. (18700 Woodingham Dr., Detroit 21, Mich.) A psychoanalytic study of Schwind's "The Dream of a Prisoner." *Amer. Imago*, 1951, 8, 65-91.—Schwind's painting and a preliminary drawing are reproduced and their themes analyzed. "In the superficial layers may be found the ego wish to sleep and to escape from the prison on the very ray of light which enters it. In the deeper layers, however, there is every indication of a seething cauldron of emotions with memory traces of early infantile experiences and the reactions to them."—W. A. Varvel.

748. Gunn, Douglas G. (Glasgow U., Scotland.) Factors in the appreciation of poetry. *Brit. J. educ. Psychol.*, 1951, 21, 96-104.—Ratings of 19 diversified poems for 9 qualities assumed to influence response to poetry were secured from upper form boys and from a university class. Factor analysis of the intercorrelations produced a general factor represented as "Liking," which is dependent upon "Emotional Effect," "Mode of Expression," and "Appeal of the Subject." The results, in addition to what may be called the Aesthetic factor, showed a bipolar factor which may be regarded as a Technical factor. These findings correspond with the conclusions of a previous study by Pickford in the appreciation of pictures and music.—R. C. Strassburger.

749. Mainwaring, James. Psychological factors in the teaching of music. Part I. *Brit. J. educ. Psychol.*, 1951, 21, 105-121.—Analysis of the content of "general musicianship" reveals 6 groups of musical capacities, which when classified from the psychological viewpoint appear as conceptual knowledge, interpretative skill, creative capacity, and esthetic judgment. Problems of basic training in the first aspect, are considered in terms of how metrical, rhythmic, melodic, and harmonic concepts are formed, developed, and associated with their respective symbols of notation. Psychological stages in the evolution of the musical concept are identified as interested perception, imitative reproduction, and recognition and association with name and/or symbol. The acceptance of empirical methods of learning does not exclude the need for formal instruction in music education.—R. C. Strassburger.

750. Passmore, J. A. (U. Otago, N. Z.) The dreariness of aesthetics. *Mind*, 1951, 60, 318-335.—Woolly thinking finds a natural habitat in education, sociology, metaphysics, and esthetics. In esthetics much of this is the result of trying to discover general

and distinctive properties for all fields of art. One must emphasize the formal and not the technical properties, but still it is necessary to seek different properties in different art forms.—W. L. Wilkins.

751. Reik, Theodor. (125 W. 58th St., New York 19.) "Jessica, my child!" *Amer. Imago*, 1951, 8, 3-27.—The remarks of a psychoanalytic patient become the point of departure for a chain of free associations which leads the author to a reinterpretation of Shakespeare's "Merchant of Venice" and back to a personal problem. Behind the characters of Shylock and Antonio, he sees the conflict of the God of the Old Testament and the Son-God of the Gospels.—W. A. Varvel.

752. Wall, W. D., & Simson, W. A. (U. Birmingham, Eng.) The responses of adolescent groups to certain films. Part II. *Brit. J. educ. Psychol.*, 1951, 21, 81-88.—Qualitative analysis of the responses of boys and girls, ages 13-16, to a group of 12 films recently viewed, reveals evidence of fantasy, shock, and identification stimulated by the films. Content of the film largely, but not exclusively, determines the nature of the response made. Erotic fantasy appears prominently, especially among boys, in the reactions to certain films. Shock is reported chiefly as responses of outraged modesty and violated ideals, with minor evidence of genuine fright. About $\frac{1}{2}$ of the group report identification, mainly with the leading character of like sex. Among girls physical characteristics and personality qualities are the determining factors, while boys cite the capacities of the star or the prestige of the part itself.—R. C. Strassburger.

753. Webster, Peter Dow. (Norwich U., Northfield, Vt.) A critical examination of Franz Kafka's "The Castle." *Amer. Imago*, 1951, 8, 35-60.—Kafka's "The Castle" is not a "religious message or protest against the incompatibles of the divine and the human order." Instead, it is an "artistic formulation of the conflict between the isolated ego, characterized by pseudo-aggression, and the total psychic past centered in an infantile trauma." Its hero is "amusingly perfect and completely rational in the isolation and detachment of his ego from its source in the unconscious."—W. A. Varvel.

754. Wells, F. L. Frau Wirtin and associates; a note on alien corn. *Amer. Imago*, 1951, 8, 93-97.—The themata of the Frau Wirtin verses in German are compared with those of pornographic limericks in English. There are differences of apparent cultural meanings.—W. A. Varvel.

755. Wittels, Fritz. (91 Central Park, W., New York 23.) Ordeal. *Amer. Imago*, 1951, 8, 20-34.—This story in the style of an ancient German folk tale is a translation of one of the first works of fiction to be inspired by the theories of psychoanalysis.—W. A. Varvel.

756. Zeldenrust, E. L. K. L'art et la folie; étude ontologique et anthropologique. (Art and madness; an ontological and anthropological study.) *Evolut. psychiat.*, Paris, 1951, No. 1, 73-86.—This is a presentation of, and an elaboration upon, Heidegger's

ideas regarding the psychological origin of works of art. Art generalizes by means of images, science by means of formulae. The psychotic patient, having lost contact with reality, has also lost the capacity for an adequate and impersonal objectivation of reality. He tries to retain contact with reality in his own way by means of the supra-individual imagery contained in the so-called archetypes. The modern surrealists deliberately employ the imagery of the archetypes. The psychotics have no choice. They must use the archetypes if they want to retain some contact with reality and thus strengthen their feeling of personal identity and of being alive.—Z. A. Piotrowski.

(See also abstracts 642, 1158)

DEVELOPMENTAL PSYCHOLOGY

757. Hofstaetter, P. R. (Catholic U., Washington, D. C.) The rate of maturation and the cephalization coefficient: a hypothesis. *J. Psychol.*, 1951, 31, 271-280.—Starting from the observation that there is a high correlation (+.96) between man and chimp in regard to maturational attainments, that the chimp in general attains skills at one-third the age, and also that the brain weight is one third that of man, the author explores brain-body weight ratios of a dozen species from whale to mouse in size, man to wild and domesticated animals in complexity, and attempts to establish formulae and other mathematical relationships. The hypothesis is that "speed of maturation is inversely related to the cephalization coefficients of species." 27 references.—R. W. Husband.

CHILDHOOD & ADOLESCENCE

758. Amado, Georges. Ethique et psychologie d'un groupe d'adolescents inadaptés. (Ethical standards and psychology of a group of maladjusted adolescents.) *Evolut. Psychiat.*, Paris, 1951, No. 1, 3-30.—Description of standards and habits of a group of youngsters, 12 to 16 years of age, who meet at the Parisian cafe-bar Dupont Latin. Their principle is to live without any responsibilities, for the alleged purpose of being artistically creative. Their code demands living outside of their homes, and having no steady domicile. When the financial need is great, the girls practice prostitution, and the boys sell themselves to homosexuals. Examples of the poetry and of other literary productions are given. Several brief case histories conclude the analysis of this group which is a caricature of the numerous bohemian societies and of the existentialists on the left bank of the Seine.—Z. A. Piotrowski.

759. American Association for Gifted Children. (Witty, Paul (Ed.)) The gifted child. Boston: Heath, 1951. xii, 338 p.—This compilation is non-technical in its approach and is intended primarily to be of practical value to parents. It discusses, in the order stated, the following topics: Progress in the education of the gifted (Paul Witty), Identifying gifted children (W. H. Bristow, M. L. Craig, G. T.

Hallock & S. R. Laycock), The Stanford studies of the gifted (L. M. Terman & M. H. Oden), The contributions of Leta S. Hollingworth to the study of gifted children (M. C. Pritchard), Some observations of highly gifted children (H. Zorbaugh, R. K. Boardman & P. Sheldon), The teacher of gifted children (W. C. Ryan, R. Strong & P. Witty), Mental hygiene of gifted children (Ruth Strang), Community recognition of the gifted (N. Hobbs), Nature and extent of educational provisions for the gifted pupil (P. Witty), A high school of science for gifted students (M. Meister), Search for talent in science (Watson Davis), Experiences with children talented in the arts (A. Lally & L. LaBrant), Administrative problems in educating gifted children (L. Krueger, W. P. Allen, E. Ebeling & R. H. Roberts), The education of gifted children and youth—summary and recommendations (P. Witty). 46-page annotated bibliography (E. H. Martens).—C. Schmehl.

760. Ascoli, Gaby. *Comment l'enfant sait classer les objets.* (How the child classifies objects.) *Enfance*, 1950, 3, 411-433.—25 subjects at each age from 5 to 10 years were employed in this study of the stages in the pre-categorical phase of thought in the child. The principal results of the study are to the effect that color and form are the criteria invoked to justify the resemblance between objects. Color is maximal as criterion at 5 and 6 years of age and from then on decreases as form becomes the more important criterion. Use and substance present low percentages of justification throughout the 5 to 10 year period. Comment by Henri Wallon, p. 429-433.—F. C. Sumner.

761. Baroni, Augusto. *Mio figlio ha quindici anni.* (My son is fifteen.) Brescia, Italy: "La Scuola," 1950, 83 p. L. 250.—Various problems confronting the adolescent, and the importance of the moral and spiritual values in society as guides for healthful development are analyzed. The book emphasizes the need for understanding the adolescent, the importance of religious, moral and spiritual values, and the function of the family in helping provide appropriate conditions for adequate adjustment.—A. Manoil.

762. Billett, Roy O. & Yeo, J. Wendell. (Boston U., Mass.) *Growing up.* Boston: D. C. Heath, 1951. xi, 370 p. \$2.80.—Designed to assist the high school pupil in matters of self-appraisal, integration and motivation, this text is focused on the personal-social problems of youth. It presents a study of the problems of physical health and fitness, heredity, mental and emotional health and fitness, personal appearance, special and general abilities, interests and activities, relationships with other people, self-appraisal as compared with others, educational planning, vocational choices, and moral principles and standards. There is a Teacher's Manual to accompany this text; also a workbook for the pupil entitled, Laboratory Manual.—S. M. Amalora.

763. Burlingham, Dorothy, & Freud, Anna. *Anstaltskinder; (Argumente fuer und gegen die Anstaltserziehung von Kleinkindern.)* (Children in

institutions; arguments for and against the education of small children in institutions.) London: Imago, 1950. 138 p. 8s.—This booklet was published in 1943 in English because of the interest people have in the problems of children in wartime. The children are to a great extent what we make out of them. Economic factors decide whether we educate them in groups, or in families. Hygiene, motility, the development of capabilities are important. The development of character is better off in the private home of the parents. Where are "normal" conditions in our days? This problem has no definite answer, even if the children are together with their own parents, in the opinion of the author.—A. Schuhmann.

764. California Youth Authority. *Today's child in his family and community: Asilomar workshop.* Sacramento, Calif.: Author, 1950. 52 p.—This pamphlet reports papers presented and discussed at a workshop attended by about 250 community leaders from California. Study groups dealt with problems in health, education, recreation and the family with particular interest always on the problem of young people.—C. Schmehl.

765. Dubost, Jean. *Note sur l'enfant et la radio.* (Note on the child and the radio.) *Enfance*, 1950, 3, 466-470.—The methods and results of an exploratory study of the influence of radio on the child carried on during 1950 is described. 14 weekly 30-minute radio programs were listened to by primary and secondary school classes. In some cases a listening monitor noted the behavior of the auditors; in others the children wrote answers to simple questions asked in the course of listening or immediately after or the next day. Nothing significant is reported as to results other than some suggested problems for investigation by this technique. Difference between the experimental situation and the non-experimental daily home situation must be appreciated especially for the role that social interaction plays in the latter.—F. C. Sumner.

766. Fordham, Michael. *Some observations on the self in childhood.* *Brit. J. med. Psychol.*, 1951, 24, 83-96.—Children's pictures are interpreted as mandala symbolism. The author discusses the development of psychic integration in infancy and children. The self functions in the child so as to integrate the child's personality, resulting in the development of the ego.—C. L. Winder.

767. Hamburger, Franz. *Über Verbotsgehorsam und Gebotsgehorsam.* (On obedience to prohibitions and commands.) *Wien. Z. prakt. Psychol.*, 1949, 1, 101-108.—The distinction between obedience to prohibitions and obedience to commands is highly important in the training of children. While children 1.5 to 2 years of age ordinarily obey prohibitory orders, obedience to positive commands is usually not achieved optimally before age 4 to 6. Punishment involving pain is the most comprehensible means of instructing children concerning prohibitions. Punishment administered by an otherwise kindly adult is accepted objectively without

ill-will by the child; it must be administered without anger and in a spirit of teaching. In training for obedience to positive commands, punishment is a hindrance rather than a help; use should here be made of reward through praise, sweets, and the continued love of the parent.—C. M. Crossman.

768. Irwin, Orvis C. (U. Iowa, Iowa City.) *Infant speech: consonantal position.* *J. Speech Hearing Disorders*, 1951, 16, 159-161.—During the first 2.5 yrs. of life, the course of development of initial consonants is linear, that of the medials is decelerating, and that of the finals is accelerating. Final consonants are infrequent in the speech patterns during the first half year of life, while initial consonants are more frequent than medials.—M. F. Palmer.

769. Kates, Solis L. (Michigan St. Coll., E. Lansing.) *Suggestibility, submission to parents and peers, and extrapunitive, intropunitive, and impunitiveness in children.* *J. Psychol.*, 1951, 31, 233-241.—31 third-grade children were given the Rosenzweig P-F study, a specially devised test of suggestibility, and a series of incomplete stories, testing for submission and non-submission to parents and peers in the subjects' responses to the stories. The subjects were significantly more submissive to the father than to the mother and peers. The subjects who submitted to the mother were significantly more extrapunitive, those who rejected her were more intropunitive. The subjects who rejected the neighborhood boy leader were more extrapunitive than the subjects who submitted to him. The less suggestible subjects were more extrapunitive and less impunitiveness than the more suggestible subjects.—R. W. Husband.

770. Naldmann, Éliane. *Le scoutisme neutre féminin et quelques problèmes de l'adolescence.* (Neuter girl scoutism and some problems of adolescence.) *Enfance*, 1950, 3, 471-477.—The pledges of the girl scout, particularly the 10th one to be clean in thought, word and deed, taken when the girl is around 11 years old or during the homosexual stage, involve the imposition of a heterosexual neutrality which prepares a problem for the girl scout around 14 when heterosexuality normally puts in its appearance. This full development of heterosexuality corresponds generally with the promotion from junior to senior scout and the environment of these young girls remains, nevertheless, closed to all male intrusion. The author discusses the several life-styles resulting from the conflict between awakening libidinous tendencies and pre-pubertal self-imposed sex neutrality: (1) passionate homosexual friendship; (2) asceticism; (3) religiosity; (4) neuroticism.—F. C. Sumner.

771. Palazzo, Agostino. *Il movimento nelle prime esperienze grafiche del fanciullo.* (The movement in the first graphic experiences of the child.) *Riv. Psicol.*, 1950, 46, 215-232.—A detailed analysis of graphic expressions in children, at various levels of development is made. The different phases of graphic expression are to be understood in terms of

various motor and psycho-motor functions. "The development of the graphic activity becomes a process of clarification of the factors of experience. . . ." The importance for education, of the study of the forms of projection of the infantile dynamism is stressed. 17 references.—A. Manoil.

772. Randolph, Helen, R.; Pixley, Dorothy D., & McKinney, Fred. *You and your life; a text in life adjustment.* Boston: Houghton Mifflin, 1951, 340 p. \$2.56.—The authors present ideas for adolescents to help them build a satisfying and successful life. The material is presented under seven main topics: You and your school, You as an individual, You and your family, You and your friends, You and your work, You and your leisure, and You and your ideals.—C. Schmehl.

773. Rautman, Arthur L., & Brower, Edna. (U. New Mexico, Albuquerque.) *War themes in children's stories: II. Six years later.* *J. Psychol.*, 1951, 31, 263-270.—Identical studies, as to community, school, grade, and task, were conducted on elementary school children in 1943 and 1950, in terms of responses to pictures selected from the Thematic Apperception Test. The percentage of war themes decreased from 6.47 in 1943 to 1.77 in 1950, but death and killing remained constant. More themes had a happy ending in the later test, 51 versus 35%.—R. W. Husband.

774. Reynolds, Martha May. *Children from seed to saplings.* (2nd ed.) New York: McGraw-Hill, 1951. xii, 334 p. \$3.75.—A revision (see 13: 5422) to take into account the changed thinking about children in the last decade: research studies have made more facts available, what cultural influences can do to growing children is better understood, and there is concern over the way children feel as well as over what they do and say. In addition, the author draws upon her own experiences as a homemaker and mother of 4 children.—A. J. Sprow.

775. Stern, E. *Recherches sur la psychologie de l'adolescent à l'aide du Thématic Apperception Test de Murray.* (Studies in adolescent psychology by means of Murray's Thematic Apperception Test.) *Schweiz Z. Psychol. Anwend.*, 1951, 10, 26-42.—After a discussion of the value of the TAT in the study of adolescence some 30 responses to TAT cards by adolescents are presented showing how their sexual experiences are mirrored in these stories. There appear manifestations of the Oedipus complex, the need for tenderness, sexual craving, and various perversions. Finally the stories are compared with those by children before puberty. French and English summaries.—K. F. Muenzinger.

(See also abstracts 867, 882)

MATURITY & OLD AGE

776. Bossard, James H. S. (U. Pennsylvania, Philadelphia.) *Marrying late in life.* *Soc. Forces*, 1951, 29, 405-408.—A study of the marriage and remarriage of persons in later life was made by an analysis of 259,443 marriages recorded in N. Y.

State (outside of N. Y. City) over a 4-year period 1945-1948. A number of relevant questions are asked and answered from the data. Elderly persons' marriages fall into two groups with respect to age differentials. "One consists of those where both parties to the marriage . . . are of relatively the same age; the other where there is considerable age disparity. The proportion of the latter cases is surprisingly large. Apparently, after middle age, both men and women seem to reach out to regain in their mates the youth that they themselves have lost."—B. R. Fisher.

777. Brožek, Josef. (U. Minnesota, Minneapolis.) The age problem in research workers; psychological viewpoint. *Sci. Mon.*, N. Y., 1951, 72, 355-359.—Brief report and discussion of research and problems in study of shifts in psychological functioning with increase in adult age. Changes in personality dynamics with age are inadequately known, compared with information on sensory, motor and abstract intelligence functioning. The potential usefulness of the older research worker is increased by the increased emphasis on research teamwork.—B. R. Fisher.

778. Clague, Ewan. (U. S. Dept. Labor, Washington, D. C.) The age problem in research workers; sociological viewpoint. *Sci. Mon.*, N. Y., 1951, 72, 359-363.—Presentation of census-type data, and attendant sociological and research productivity considerations, pertinent to problems of aging in scientific workers.—B. R. Fisher.

779. Friedsam, H. J. (North Texas State Coll., Denton.) Inter-regional migration of the aged in the United States. *J. Geront.*, 1951, 6, 237-242.—Data from the Sixteenth Census of the United States were analyzed to determine the migration destinations and sources of aged persons. The Pacific coast states and the South Atlantic region were the most frequent destinations of aged persons between the years 1935 to 1940. Most of the aged migrants to Florida come from areas east of the Mississippi, whereas the Pacific coast draws migrants from almost all regions. It was suggested that migration to Florida was to a greater extent from urban sources than migration to the Pacific coast.—J. E. Birren.

780. Kiørboe, Erik. (Allegade 17, Copenhagen F, Denmark.) Suicide and attempted suicide among old people. *J. Geront.*, 1951, 6, 233-236.—An analysis was made of the case histories of patients who had completed or attempted suicide. During the period 1939 to 1948, 7,200 patients died or left the hospital. Of this group 14 completed suicide and there were 21 serious attempts at suicide. "Somatic inconveniences, particularly pains accompanied by depression, are the most frequent causes of suicide . . ." Suicide did not appear to be provoked by institutionalization nor did matrimonial conflicts, economic insecurity, or loneliness appear to be motives for suicide. Violent methods, e.g., hanging, were used almost exclusively by the aged in their attempts at suicide.—J. E. Birren.

781. Kotsovsky, D. Alter und Todesfurcht. (Old age and fear of death.) *Schweiz. Z. Psychol. Anwend.*, 1951, 10, 42-53.—A person's attitude towards death gives rise to the "Thanatokomplex," which plays an important role in the development of his personality, especially with increasing age. Premature senescence can be brought about by fear of death. Clinical psychology has the task of carrying out a rational prophylaxis through a desensitization to that fear. French and English summaries.—K. F. Muenzinger.

782. Minkowski, E. Aspects psychologiques de la vieillesse. (Psychological aspects of old age.) *Evolut. psychiat.*, Paris, 1951, No. 1, 49-72.—The existence of old age in the human species proves that the human individual lives for purposes of his own and that his function is not limited to the reproduction of the species. Even beyond the age of reproduction man can maintain constructive relationships with others. This is a lecture on the border of science and literature. Objective generalizations are entwined with personal reminiscences of this distinguished leader in neuropsychiatry, founder of the group called Evolution psychiatrique which publishes the quarterly bearing the same name.—Z. A. Piotrowski.

783. Moore, Elon H. (U. Oregon, Eugene.) Professors in retirement. *J. Geront.*, 1951, 6, 243-252.—Of the 1000 retired professors canvassed, 359 supplied questionnaire information about their retirement experiences. Satisfaction with the experience of retirement was indicated by 75%. About 44% looked forward to retirement with an attitude of resignation whereas 41% looked forward to retirement with eagerness or pleasant anticipation. There was an association between the degree of anticipation for, and the level of satisfaction with, retirement. The most satisfying experience with retirement was freedom from schedule and routine. Least satisfying was the loss of contacts with students.—J. E. Birren.

784. O'Donnell, Walter G. The problem of age barriers in personnel selection. *Personnel*, 1951, 27, 461-471.—Although there is very little legislation at the present time which prohibits discrimination on account of age, unless employers and employment agencies use their existing rights with more moderation and discretion, they may lose them. One reason employers are reluctant to hire older people is the heavier contributory charge for the pension funds which they must incur. This could be corrected by providing for the transfer of pension contributions from one company to another, and by amending the Social Security Law to make benefit payments after retirement uniform.—W. H. Osterberg.

785. Schmidt, John Frank. (U. Maryland, College Park.) Patterns of poor adjustment in old age. *Amer. J. Sociol.*, 1951, 57, 33-42.—Twenty factors were found to be associated with poor adjustment in both men and women of all ages above fifty, classified in three socioeconomic strata, as studied by identical

research procedures in two cities. No differences in the degree of adjustment were found between the three socioeconomic strata. This study substantiates the findings of other researches in the field of personal adjustment in persons of later maturity as to the correlates of poor adjustment.—D. L. Glick.

786. Shock, N. W. The age problem in research workers; physiological viewpoint. *Sci. Mon., N. Y.*, 1951, 72, 353-355.—Brief outline of problems in physiological aging and its influence on research productivity, with research suggestions.—B. R. Fisher.

787. Stevens, Raymond. The age problem in research workers; viewpoint of the research administrator. *Sci. Mon., N. Y.*, 1951, 72, 364-367.—A brief discussion, from the viewpoint of management, of "the particular value of the older man and the younger man in industrial research, . . . their integration into an industrial research organization in such a manner that the organization can utilize to the full the peculiar talents and characteristics of each."—B. R. Fisher.

(See also abstract 864)

SOCIAL PSYCHOLOGY

788. Arensberg, Conrad H. (*Barnard Coll., Columbia U., New York.*) Behavior and organization: industrial studies. In Rohrer, J. H., & Sherif, M., *Social psychology at the crossroads*, (see 26: 817), 324-354.—The author contends that there are certain ways in which studies of group behaviour during the last 20 years do agree. They agree in their ethical and value goals and in their emphasis on "wholes" and on interaction processes. The author illustrates this belief with reference to studies in this area, and suggest ways of integrating the knowledge gained from them.—I. Lazar.

789. Barker, Roger C., & Wright, Herbert F. (*U. Kansas, Lawrence.*) The psychological habitat of Raymond Birch. In Rohrer, J. H., & Sherif, M., *Social psychology at the crossroads*, (see 26: 817), 196-214.—The psychological environment of Raymond Birch was inferred from his behavior in the social and physical situations where it occurred. The sample of this child's psychological world was arrived at by an anecdotal record. This record indicated that Raymond actually lived in 3 worlds: the non-psychological milieu, the behavior settings and behavior objects, and the psychological habitat. Samples of records on Raymond Birch are presented.—J. B. Lazar.

790. Bernard, Jessie. (*Pennsylvania State Coll., State College.*) The conceptualization of intergroup relations with special reference to conflict. *Soc. Forces*, 1951, 29, 243-251.—Psychological and sociological conceptualizations of conflict in intergroup relations are contrasted, with critical analysis of views on intergroup relations as the sum of interpersonal relations among group members, as subjective reactions of group members, and as rooted in personality. Conflict of values and value systems

are probably the most pertinent subjective factors which should be considered.—B. R. Fisher.

791. Campbell, Angus. (*U. Michigan, Ann Arbor.*) Development and future plans of the human relations program. In Guetskow, H., *Groups, leadership and men*, (see 26: 803), 100-105.—A review of work to date and future plans of the Survey Research Center, this article points out the problems of study design faced in a research program whose objective it is "to discover the underlying principles applicable to the problems of organizing and managing human activity."—I. Lazar.

792. Carter, Launor F. (*U. Rochester, N. Y.*) Some research on leadership in small groups. In Guetskow, H., *Groups, leadership and men*, (see 26: 803), 146-157.—The author identifies the criteria for judging leadership in these studies as determined through situational tests, nominations, faculty ratings, friends' ratings, and activity ratings. A factorial treatment of 11 ratings yielded two factors "defining" leadership as "Insight" (initiative, interest, activity) and "Cooperation" (friendliness, efficiency, loquacity, insight). A centroid study of leadership as a function of the task produced two factors—one centering around Reasoning and Intellectual Construction, the other around Motor Cooperation and Mechanical Assembly.—I. Lazar.

793. Darley, John G. (*U. of Minnesota, Minneapolis.*) Five years of social science research: retrospect and prospect. In Guetskow, H., *Groups, leadership and men*, (see 26: 803), 3-15.—The development of the Advisory Panel on Human Relations of the Office of Naval Research is discussed and its original goals presented. The present papers are categorized into research on group behaviour, individual behaviour and leadership, and indicate the high proportion of psychologists among ONR contractors. Differences between accepted and rejected studies are presented under 11 headings. This introductory article concludes with a general discussion of research needs and directions and the problems of application of research data.—I. Lazar.

794. Darley, John G. (*U. Minnesota, Minneapolis.*) An overview of the conference and its controversies. In Guetskow, H., *Groups, leadership and men*, (see 26: 803), 257-266.—The 20 reports in this volume espouse 3 points of view in research. These are (1) the "peculiarly American form of pragmatism, stressing external criteria . . . proceeding immediately to the task of prediction and control," (2) "The clearly inductive approach . . . [depending] on an internal criterion and the operations of a closed system of factor analysis" and (3) "the formulation of the concepts between which relationships will be sought." A summary of the discussions following each report is presented along with suggestions for interdisciplinary research and areas in which further investigation seems indicated.—I. Lazar.

795. David, Paul R., & Snyder, Laurence H. (*U. Oklahoma, Norman.*) Genetic variability and human behavior. In Rohrer, J. H., & Sherif, M.,

Social psychology at the crossroads, (see 26: 817), 53-82.—The authors review 104 articles relevant to the problem of genetic effects on social behavior. Environmental conditions may determine or alter the specific nature of genetic influence. Genetic factors are of limited significance in the determination of roles and attitudes. Because of social influences the authors reject the notion of genetically superior stocks as related to racial or socioeconomic conditions.—*I. Lazar*.

796. Elliott, Mabel A. (*Pennsylvania Coll. Women, Pittsburgh.*), & Merrill, Francis E. *Social disorganization*. (3rd ed.) New York: Harper, 1950. xiv, 748 p. \$4.50.—Retaining the essential sociological framework of earlier editions (see 15: 3496), this revision has been rewritten and reoriented. Other chapters have been condensed in order to present entirely new materials on "Religious minorities," "Racial minorities," and "Totalitarianism," and to expand the materials on "War." The conceptual chapters have been rethought and rewritten with greater emphasis upon status and the social structure in connection with concepts of social organization, and personal and social disorganization.—*A. J. Sprow*.

797. Festinger, Leon. (*U. Michigan, Ann Arbor.*) *Informal communications in small groups*. In Guetzkow, H., *Groups, leadership and men*, (see 26: 803), 28-43.—This paper discusses a number of research studies dealing with the processes of influence of communication in small groups. The main problems explored are social pressures in informal groups, the exertion of influence through social communication, interpersonal communication in small groups, deviation, rejection and communication.—*I. Lazar*.

798. French, John R. P., Jr. (*U. Michigan, Ann Arbor.*) *Group productivity*. In Guetzkow, H., *Groups, leadership and men*, (see 26: 803), 44-54.—As an initial exploration of group productivity, six interrelated studies were designed: "(1) a broadly conceived field experiment at the National Training Laboratory in Group Development, (2) a laboratory experiment on the effects of cooperation and competition on group productivity, (3) a laboratory experiment on the effects of acceptance of expert knowledge, (4) a field experiment on changing group productivity through participation, (5) a laboratory experiment on self directed training and (6) an experiment on the effects of role playing as a training method." These are briefly described, and their applications discussed.—*I. Lazar*.

799. Gehlen, Arnold. *Sozialpsychologische Probleme in der industriellen Gesellschaft*. (Social-psychological problems in industrial society.) Tübingen, Germany: Mohr, 1949. 45 p. DM 3.60.—Because of the increasing complexity of industrial society, man finds himself more helpless. Industrial society leads to mechanization and minimizes human values. Social psychology and psychoanalysis will help in understanding the problems of man in modern society.—*A. Schuhmann*.

800. Gibb, Cecil A. (*U. Sydney, Australia.*) *The contemporary American scene in social psychology*. *Aust. J. Psychol.*, 1950, 2, 65-79.—Discussion of work in social psychology by various groups is presented. It is concluded that "this rapidly growing recognition of social psychology as the basic social science is the keynote of the contemporary American scene in social psychology."—*R. B. Ammons*.

801. Gibb, Cecil A. (*U. Sydney, Australia.*) *The research background of an interactional theory of leadership*. *Aust. J. Psychol.*, 1950, 2, 19-42.—The emphasis in leadership research has been upon individual behaviour while only passing reference or at most qualitative observations have been made of the behaviour of the group as such. In recent years more attention has been given to the part played by the situation and the group structure. The evidence points to the conclusion that determination of the leader of a given group and of his leader behaviour is, in some part, a function of the syntality characteristics of the group in a particular situation. 55 references.—*R. B. Ammons*.

802. Girod, Roger-Philippe. *Les théories et les méthodes psycho-sociologiques de Kurt Lewin*. (Kurt Lewin's psycho-sociological theories and methods.) *Cah. Int. Sociol.*, 1950, 9, 129-155.—After quoting Allport's statement that Lewin's contribution to modern psychology is second only to Freud's the author analyses it along the following lines: (1) Lewin and the field of microsociology; (2) a sociological theory of collective attitudes; (3) the localization of the individual in the group; (4) characteristics of the social field and attitudes; (5) a theory on the control of attitudes; (6) the mathematical architecture, the role of experimentation, the 3-stages method, subjectivity and objectivity perception and situations; (7) action research and modes of action.—*G. Dufresne*.

803. Guetzkow, Harold. (Ed.) (*Carnegie Institute of Technology, Pittsburgh, Pa.*) *Groups, leadership and men; research in human relations*. Pittsburgh, Pa.: Carnegie Press, 1951. ix, 293 p. \$5.00.—This volume is a transcript of the September, 1950 meeting of the contractors and panel of the Human Relations and Morale Branch of the ONR. The 23 papers have been divided into 3 areas: group behaviour; leadership; and individual behaviours, plus an introductory statement and 2 summary chapters. 4 appendices present a guide for the preparation of proposals, a glossary of terms, the personnel roster of the ONR and the panel, and an index.—*I. Lazar*.

804. Harlow, Harry F. (*U. Wisconsin, Madison.*) *Levels of integration along the phylogenetic scale: learning aspect*. In Rohrer, J. H., & Sherif, M., *Social psychology at the crossroads*, (see 26: 817), 121-144.—The study of subhuman primates may give limited information as to human culture development. The author discusses the combativeness of "old world monkeys" as compared to the cooperative behaviour of "new world" primates, and suggests a number of areas in which primates could be used for

research in social development and communications theory. 37 references.—*I. Lazar.*

805. Hartley, Eugene. (*City Coll., New York.*) **Psychological problems of multiple group membership.** In *Rohrer, J. H., & Sherif, M., Social psychology at the crossroads*, (see 26: 817), 371-387.—The problem of defining the psychological processes in multiple-group membership is discussed in terms of identification, group role, group status, ethnocentrism, and the concepts of self and ego. 15 references.—*I. Lazar.*

806. Herskovits, Melville J. (*Northwestern U., Evanston, Ill.*) **On cultural and psychological reality.** In *Rohrer, J. H., & Sherif, M., Social psychology at the crossroads*, (see 26: 817), 145-163.—A discussion of the development of the concept of "culture," of the dynamic nature of culture, and interrelationships of the areas of "learning," "socialization," and "enculturation," as well as a discussion of the degree to which man is a product of his culture and to what extent he shapes his culture. Herskovits discusses in some detail the enculturative approach in which culture is considered "not as an entity which controls man, but rather as a series of definable reactions which mark the behavior of all members of a given society to the multifarious situations of life with which they must cope."—*J. B. Lazar.*

807. Horst, Paul. (*U. Washington, Seattle.*) **Most men are created unequal.** *Sci. Mon., N. Y.*, 1951, 72, 318-324.—A presentation of ideas on the implications of the psychology and measurement of individual differences for educational, political and economic aspects of society, as it exists or in the ideal.—*B. R. Fisher.*

808. Hughes, Everett Cherrington. (*U. Chicago, Ill.*) **Work and the self.** In *Rohrer, J. H., & Sherif, M., Social psychology at the crossroads*, (see 26: 817), 313-323.—The author points out the importance of an individual's work to his social identity and the insistence upon loaded value words in the description of occupations. He describes 2 possible kinds of occupational mobility: the first is individual, and the second is that of the occupation itself. The author points out the need to study and compare various occupations without the limits of pretentiousness and value loading.—*J. B. Lazar.*

809. Kattsoff, Louis O. (*U. N. Carolina, Chapel Hill.*) **La méthode sociologique dans le "système superorganique" de Sorokin.** (*Sociological method in Sorokin's "Superorganic System."*) *Cah. Int. Sociol.*, 1950, 9, 107-120.—Kattsoff appraises Sorokin's contribution to an integral study of man. He mentions as the main positive asset the introduction of meanings and values in the field of sociological research. From thereon the author disagrees with Sorokin. He accuses him of being too obscure in the definition of his terms, of relating meanings to society rather than to the individual, and of neglecting their "intentional" origin. Kattsoff feels that consequently inadequate foundation is provided for the scientific acceptance of the meanings. He also criticizes Sorokin's introduction and use of intuition

as the necessary instrument in the study of socio-cultural phenomena.—*G. Dufresne.*

810. LaViolette, Forrest, & Silvert, K. H. (*Tulane U., New Orleans, La.*) **A theory of stereotypes.** *Soc. Forces*, 1951, 29, 257-262.—From a brief survey of the literature, "it appears that the attributes of stereotypes have not been examined critically by social psychologists. In fact we may call their characteristics 'claims' rather than established attributes." These "claimed" attributes (persistence, rigidity, etc.) are briefly examined from the sociological viewpoint, held to be necessary to make the concept of stereotype "intelligible and wholly useful as an analytic concept."—*B. R. Fisher.*

811. Lunden, Walter A. (*Iowa State Coll., Ames.*) **Basic social problems; with selected rural and urban data for Iowa.** Dubuque, Ia.: Wm. C. Brown, 1950. xii, 612 p. \$7.50.—The author's purpose is "to confront the student with human realities at the level where people live in the nation, in the region of the Upper Mississippi Valley and in the rural and urban areas of a single state—Iowa." With the aid of selected rural and urban data for Iowa he hopes "to clarify the principle of gradients in social maladjustment" and to enable the student "to analyse and to understand the social significance of human welfare in relation to the community, the state and the nation." The introductory chapter deals with the methods of sociological research, while the others treat the problems of population, health, economics, family, juvenile delinquency, and crime.—*W. W. Brickman.*

812. MacLeod, R. B. (*Cornell U., Ithaca, N. Y.*) **The place of phenomenological analysis in social psychological theory.** In *Rohrer, J. H., & Sherif, M., Social psychology at the crossroads*, (see 26: 817), 215-241.—A discussion of the place of social psychology in the general field of psychology with a review of the 4 main theoretical positions of social psychologists for the last half century. A definition of the term "phenomenological," with a discussion of (1) "the philosophical setting of the approach," (2) "its actual implication to the problems of experimental psychology," and (3) "its possible extension to some of the less tangible problems of social psychology." Two of the standard constructs of the field, social perception and the ego, are examined from the phenomenological point of view. 36 references.—*J. B. Lazar.*

813. Macmillan, J. W., & Page, H. E. (*Office of Naval Research, Washington, D. C.*) **Making military application of human relations research.** In *Guetskow, H., Groups, leadership and men*, (see 26: 803), 267-274.—The origin of Naval interest in social research is discussed, and some applications of research techniques in the services are described. Immediate military problems in which basic research might be applied are listed, and areas for future research are indicated. The possible implications of the present shortage of trained social scientists and the problem of effective utilization of present scientific personnel are discussed.—*I. Lazar.*

814. Marquis, D. G.; Guetzkow, Harold, & Heyns, R. W. (*U. Michigan, Ann Arbor.*) A social psychological study of the decision-making conference. In Guetzkow, H., *Groups, leadership and men*, (see 26: 803), 55-67.—Limiting their research to "decision making conferences in which the participants are affected by the decisions and are involved in carrying them out," the investigators have investigated (1) group satisfaction with the meeting, (2) group productivity; and (3) the amount of disagreement at the end of the meeting. Member satisfaction with the meeting increases with the cohesiveness of the group, the amount of procedural structuring, and decreases with the incidence of self-oriented need behavior on the part of participants. Group productivity increases with the urgency of the problem, with the power of the group to deal with the problem, and decreases with the incidence of self-oriented need behavior. Residual disagreement is high when there is disagreement as to goals, a good deal of self-oriented need behavior, and a feeling of inadequate power to deal with the problem on the part of participants.—I. Lazar.

815. Martindale, Don A., & Monachesi, Elio D. (*U. Minnesota, Minneapolis.*) *Elements of sociology*. New York: Harper, 1951. xi, 724 p. \$5.00.—A basic text designed primarily for use in sociology courses. This book is divided into six sections. The first section deals with the scope and methods of sociology. The contributions of other sciences dealing with sociology are discussed in the following section. The remaining four sections deal with society and its interrelationships: analyses of society, social persons, institutions and social structures and a section on social dynamics.—D. S. Leeds.

816. Newcomb, Theodore M. (*U. Michigan, Ann Arbor.*) Social psychological theory: integrating individual and social approaches. In Rohrer, J. H., & Sherif, M., *Social psychology at the crossroads*, (see 26: 817), 31-49.—The author expresses dissatisfaction with the dichotomy he sees between "social" and "psychological" approaches to social psychology. The psychological approach frequently takes "no systematic account . . . of the social environment in which human organisms live," while the sociological approach has "never come to terms with the . . . conditions under which human organisms selectively participate in their environment." The author postulates that this condition can be remedied by research programs designed so as to relate to both levels of study.—I. Lazar.

817. Rohrer, John H. (*Tulane U., New Orleans, La.*), & Sherif, Muzafer. *Social psychology at the crossroads; the University of Oklahoma lectures in social psychology*. New York: Harper, 1951. viii, 437 p. \$4.00.—This transcript of a series of meetings at the University of Oklahoma contains 17 papers divided into six sections titled: Integrating individual and social approaches; Biological factors and human behavior; Interaction in the cultural setting; Basic psychological functions; Group structures and individual roles; Human behavior in the social psycho-

logical frame of reference. Individual papers abstracted separately in this issue.—I. Lazar.

818. Sanford, Fillmore H. (*APA, Washington, D. C.*) *Authoritarianism and leadership; a study of the follower's orientation to authority*. Philadelphia: Institute for Research in Human Relations, 1950. iv, 189 p.—A representative sample of 963 Philadelphians were given an 8-item authoritarian-equalitarian scale in an hour-long interview. Later 201 were re-interviewed. Scores are examined in relation to other attitudes and traits in 2 individuals and other personality variables. Other chapters deal with authoritarianism and the ideology of leadership, advisor-advisee relationship, feelings about women, teachers, "educated" as leaders, the nomination of admired and disliked persons, the nomination of local leaders, and the acceptance of responsibility.—G. K. Morlan.

819. Sanford, Fillmore H. (*APA, Washington, D. C.*) *Leadership identification and acceptance*. In Guetzkow, H., *Groups, leadership and men*, (see 26: 803), 158-176.—This study of follower phenomena is an attempt to delineate some of the factors in the leadership situation. A seventy item interview, including "yes-no," open-end and projective items, was administered 963 people representative of an urban area. Coding of the responses and findings are discussed in considerable detail with emphases placed on the "topography" of leadership, personality factors in the "readiness for leadership," the needs of the follower and, using attitudes toward F. D. Roosevelt, the American orientation to leaders. Methodological and incidental studies and plans for 3 future studies are presented.—I. Lazar.

820. Sargent, S. Stansfeld. (*Barnard Coll., Columbia U., New York.*) *Conceptions of roles and ego in contemporary psychology*. In Rohrer, J. H., & Sherif, M., *Social psychology at the crossroads*, (see 26: 817), 355-370.—After demonstrating that the concepts of "role" and of "ego" have played an important part in the thinking of social psychologists and others, the author discusses kinds of roles and defines a role as " . . . a pattern or type of social behaviour which seems situationally appropriate to him in terms of the demands and expectations of those in his group." This definition is discussed and linked to individual personality traits. 59 references.—I. Lazar.

821. Schneirla, T. C. (*American Museum of Natural History, New York.*) *The "levels" concept in the study of social organization in animals*. In Rohrer, J. H., & Sherif, M., *Social psychology at the crossroads*, (see 26: 817), 83-120.—The author postulates that the levels of social organization among a group are determined by and related to the level of biologic evolution of the individual members of the group. The social systems, organic as well as intraorganic, are similar in terms of having adaptive value. The author describes the characteristics of levels and their interrelationships, the pre-requisites for advanced organization in an individual and in a

group; similarities and differences among animal social patterns (comparing insect and mammalian societies); the factors underlying group unity on different social levels, and ontogenetic factors influencing group organization. 56 references.—*I. Lazar.*

822. Shartle, Carroll L. (Ohio State U., Columbus.) *Studies in naval leadership. Part I.* In Guetschow, H., *Groups, leadership and men*, (see 26: 803), 119-133.—The author briefly reviews the history of the research at Ohio State, defines leadership functions, behaviors, and methods, and presents 4 methods for describing a group and 14 "dimensions" of a group. Further investigations have concentrated on status factors in leadership-followership behaviour. Some findings as to leaders' and group members' self-other perceptions are presented.—*I. Lazar.*

823. Sherif, Muzafer. (U. Oklahoma, Norman.) *Introduction.* In Rohrer, J. H., & Sherif, M., *Social psychology at the crossroads*, (see 26: 817), 1-28.—Dichotomizing social psychology into "individual" and "socio-cultural" approaches produces fruitless controversy. Sociology and psychology coexist at different levels of discourse, and a unified social psychology must rest on principles which stem from general psychology only. Knowledge of the stimulus conditions in which social learning takes place can be learned from social scientists studying that level. This introduction proceeds to an evaluative summary of the 16 papers which follow. 14 references.—*I. Lazar.*

824. Stewart, Bruce. (Missouri Valley Coll., Marshall.) *Human adjustment to social law.* *Sci. Mon.*, N. Y., 1951, 73, 51-59.—Man must adjust to social laws and forces just as he does to physical forces; solution of social problems requires recognition of the necessity for such adjustment. In line with this notion, consideration is given to the nature of some tentative social laws, certain "contemporary activities which seem to be in direct opposition to such laws" (including "some causes and results of this opposition"), and observations on the implications of the views expressed for freedom in the world today are offered.—*B. R. Fisher.*

825. Stewart, Bruce. (Missouri Valley Coll., Marshall.) *Some determinants of social change.* *J. soc. Psychol.*, 1951, 33, 33-49.—"What are the determinants which shape our behavior and destiny? If these exist, what kind of prognoses do they permit us to make? If man is not a free agent, then what can we hope to gain through individual effort in shaping a more successful society?" To answer these questions the author "(a) considers the meaning of scientific determinism, its manifestations and relationships to rational behavior, (b) examines some of the determinants and the ways in which they operate, and (c) applies these to some of the major problems now facing western civilization to test them in actual operation."—*J. C. Franklin.*

826. Stogdill, Ralph M. (Ohio State U., Columbus.) *Studies in naval leadership. Part II.* In

Guetschow, H., *Groups, leadership and men*, (see 26: 803), 134-145.—This study specifies the kinds of leadership being studied for the ONR; and uses as basic data interviews with officers, organizational charts and manuals, sociometric materials, time expenditure logs and check lists; a variety of rating scales, leader behaviour descriptions, and production records. Analyses of the data are for single individuals, groups having the same jobs, groups in different organizations, individual's scores compared with his superiors and subordinates, and working relationships in a team; as well as isolation of general factors. The utility of each of these analyses is discussed, a criterion study in process is described, and some preliminary results are reported.—*I. Lazar.*

827. von Wiese, Leopold. (U. Cologne, Germany.) *The place of social science in Germany today.* *Amer. J. Sociol.*, 1951, 57, 1-6.—Historically, sociology developed differently in Germany than in America. Until the 1920's German sociology had three main parts: philosophy of history, theory of social classes, and economic and legal theory. Since the 1920's a fourth group of German sociologists have been primarily concerned with establishing the problems of sociology as a separate discipline, in some cases with an overemphasis on empiricism.—*D. L. Glick.*

828. Wittenberg, Rudolph M. *The art of group discipline; a mental hygiene approach to leadership.* New York: Association Press, 1951, xi, 124 p. \$3.00.—Discipline is differentiated from conformity. For the development of conscious self-control, sound social climate is needed. Recognition of one's own needs and limitations and the ability to accept some hostility is a measure of a leader's self-discipline. In emergency situations, the problem can only be solved with the group, not for it. Brief annotated bibliography.—*G. K. Morlan.*

METHODS & MEASUREMENTS

829. Cattell, Raymond B. (U. Illinois, Urbana.) *Determining syntality dimension as a basis for morale and leadership measurement.* In Guetschow, H., *Groups, leadership and men*, (see 26: 803), 16-27.—This article sets up a general definition of a group and states the basic dimensions of any group requiring attention. An experiment is described in which investigations of syntality, group structure, and population proceed simultaneously. It is necessary to define categories of group behaviour by empirical (i.e. factorial) research. Theoretical formulation must follow this, but cannot precede it. Techniques for measuring group synergy, the effectiveness of leaders, etc. are presented. 14 references.—*I. Lazar.*

830. Finch, F. H. & Hoehn, A. J. (U. Illinois, Urbana.) *Measuring socio-economic or cultural status: a comparison of methods.* *J. soc. Psychol.*, 1951, 33, 51-67.—Comparison of the American Home Scale with the Index of Status Characteristics on results of administration to 197 children showed "the two scales have a great deal in common but

their results are not identical, and they should not be regarded as serving the same function. The quality of ISC results depends upon painstaking application by skilled observers. The AHS uses a questionnaire form that can be conveniently administered and scored by persons with relatively little technical training. This questionnaire form introduces a special limitation because it includes obvious status-bearing items. On signed questionnaires such as these, there is a strong tendency for respondents to give false answers to questions characterized by a high level of ego-involvement."—*J. C. Franklin.*

831. Katz, Daniel. (*U. Michigan, Ann Arbor.*) **An overview of the human relations program.** In *Guetskow, H., Groups, leadership and men*, (see 26: 803), 68-85.—This description of the program of the Survey Research Center describes its general objectives and procedures for an initial 10 year period. The 5 major problem areas discussed deal with the study of organizations, performance measures to be related to motivation, morale, and attitudes; independent measurement of variables among which relationships are hypothesized, repetition of study designs in varying situations, and the design of validating field studies. Ten studies undertaken thus far are described and progress and results to date are discussed.—*I. Lazar.*

832. Lindzey, Gardner. (*Harvard U., Cambridge, Mass.*) **A note on interviewer bias.** *J. appl. Psychol.*, 1951, 35, 182-184.—11 graduate students, with training in interviewing method, interviewed 40 subjects in an experiment designed to test the findings of Stanton and Baker, (see 16: 4479). In one half of the trials the interviewers knew the "correct" response; in the other half they did not. The conclusion was that the operation of interviewer bias under conditions closely similar to those under which Stanton and Baker found evidence for it was not demonstrated here.—*W. H. Osterberg.*

833. Reiss, Albert J., Jr. (*U. Chicago, Ill.*) **The accuracy, efficiency, and validity of a prediction instrument.** *Amer. J. Sociol.*, 1951, 56, 552-561.—Prognostic instruments were developed to predict the recidivism of white male juvenile delinquent probationers, and predictions were made for a follow-up sample of cases. The results suggest that an accurate and efficient prediction instrument calls for a small number of stable items from efficient factors having a relatively high association with the criterion. These items are then used to predict an event in a population homogeneous with respect to the differences in factors controlling the event.—*D. L. Glick.*

834. Sherif, Muzafer (*U. Oklahoma, Norman.*) **A preliminary study of inter-group relations.** In *Rohrer, J. H., & Sherif, M., Social psychology at the crossroads*, (see 26: 817), 388-424.—The author describes a study of interaction among 12 year old boys by way of illustrating certain experimental techniques for studying inter-group relations.—*I. Lazar.*

835. Thompson, George G., Bligh, Harold F., & Witryol, Sam L. (*Syracuse U., N. Y.*) **A critical examination of several methods of determining levels of social status.** *J. soc. Psychol.*, 1951, 33, 13-32.—On the basis of data obtained from 8 sixth-grade classes, the authors believe "that more logical judgments in the identification of stars /the popular/and neglectees/the unpopular/ in a social grouping can be made on the basis of multiple data (raw scores, frequency distributions of raw scores, and scale values) than on the basis of some psychologically-arbitrary cutting point adopted in the deviation from the chance expectancy approach."—*J. C. Franklin.*

836. Volkmann, John. (*Mount Holyoke Coll., S. Hadley, Mass.*) **Scales of judgment and their implications for social psychology.** In *Rohrer, J. H., & Sherif, M., Social psychology at the crossroads*, (see 26: 817), 273-298.—Illustrating them with studies carried out in his laboratory and elsewhere, the author describes a number of different judgment-scales and discusses their strengths and the conditions under which they are appropriately used.—*I. Lazar.*

837. Walter, Otis Monroe, Jr. (*U. Houston, Tex.*) **The improvement of attitude research.** *J. soc. Psychol.*, 1951, 33, 143-146.—The author offers the view that discrepancies between measured attitudes and overt behavior "are caused by our failure to obtain a complete measure of attitude." In addition to position on the favorable-unfavorable continuum, we must ascertain the clarity of attitude ("extent to which the subject is aware of his attitude") and the autonomy of attitude ("extent to which an attitude or belief is independent of other attitudes") if we are to improve the predictive value of attitude measurements.—*J. C. Franklin.*

838. Whyte, William Foote. (*Cornell U., Ithaca, N. Y.*) **Small groups and large organizations.** In *Rohrer, J. H., & Sherif, M., Social psychology at the crossroads*, (see 26: 817), 297-312.—In the section "Methods for studying groups," the author makes 4 distinctions in types of leadership, and states his interest only in the type in which one individual commonly initiates actions of other individuals. The primary method is of observation of overt behavior, and involves spatial observations of groupings, and changes in group activity. The author points out the importance of studying the sequence of events in order to predict and control interpersonal relations. In the section "The design of organization" the author discusses the need for studying the small group in relation to the larger organizations in which they are found.—*J. B. Lazar.*

(See also abstracts 659, 662, 1071)

CULTURES & CULTURAL RELATIONS

839. Allport, Gordon W. (*Harvard U. Cambridge, Mass.*) **Basic principles in improving human relations.** In *Bigelow, K. W., Cultural groups and human relations*, (see 26: 844), 8-28.—The craving

for affiliation is basic. When that craving is rebuffed, or self-esteem is wounded, a secondary hostility which may be displaced on irrelevant enemies may develop. "Personal integrity is entirely compatible with a wide-circle of affiliation." Any project that enlarges the number of equal status projects goes far toward improving human relations.—G. K. Morlan.

840. Balandier, Georges. (*Inst. d'Etudes Centrafricaines, Brazzaville, Africa.*) *Aspects de l'évolution sociale chez les Fang du Gabon.* (Aspects of social evolution in the Fang of Gabon) *Cah. Int. Sociol.*, 1950, 9, 76-106.—A few aspects of the social evolution which took place in this Negro group between 1900 and 1950 are used as a test case. The author's purpose is to show that in sociological studies conducted on colonial nations proper weight should be given to the colonial status. From a methodological point of view, research workers should pay careful attention to all administrative documents available. 4 aspects of the social evolution of the Fang are studied: (1) economic competition; (2) rivalry for the possession of women; (3) stability of the family group; (4) stability of the social structure.—G. Dufresne.

841. Banks, William Samuel, Jr. The rank order of sensitivity to discriminations of Negroes in Columbus, Ohio. In *Ohio State University, Abstracts of doctoral dissertations . . . 1948-49.* Columbus, O., 1950, No. 60, 7-13.—Abstract of Ph.D. thesis.

842. Berry, Brewton. (*Ohio State U., Columbus.*) *Race relations; the interaction of ethnic and racial groups.* Boston: Houghton Mifflin, 1951, xii, 487 p. \$4.75.—Problems that arise when different racial groups meet anywhere are described and analyzed for students who have had at least one course in sociology. Migration of peoples and the problem of intergroup contacts are old ones. The ambiguous idea of race is loaded with feeling; yet we do not know exactly how to distinguish a race or determine whether any is superior to others. Prejudice and its causes, the view that race relations go through a pattern or cycle are examined and there are chapters on conflict, annihilation and expulsion, assimilation, amalgamation, segregation, stratification, pluralism, domination, cleavages, and reactions to dominance. 26-page bibliography.—G. K. Morlan.

843. Biesanz, John, & Smith, Luke M. (*Wayne U., Detroit, Mich.*) *Race relations in Panama and the Canal Zone.* *Amer. J. Sociol.*, 1951, 57, 7-14.—Racial discrimination may be an expression of basic values of formalism and discipline. It is strengthened by whatever makes an occupational status into a generalized status, and it is weakened by an extension of market and political freedom for all groups in the society. It is also weakened by competition between societies for the loyalty of the lower race caste. Data for this analysis are drawn from a comparison of race relations in Panama and the Canal Zone.—D. L. Glick.

844. Bigelow, Karl W. (Dir.) (*Teachers Coll., Columbia U., New York.*) *Cultural groups and*

human relations. New York: Bureau of Publications, Teachers College, Columbia University, 1951, 214 p. \$2.00.—Twelve lectures given at the conference on educational problems of special cultural groups, held at Teachers College, summer of 1949, are given in this volume. They include psychological, sociological, political, and economic analyses of prejudice. (See entries No. 839, 845, 847, 854, 858, 861).—G. K. Morlan.

845. Brunner, Edmund deS. (*Teachers Coll., Columbia U., New York.*) *Light from sociology on intercultural relations.* In Bigelow, K. W., *Cultural groups and human relations*, (see 26: 844), 92-109.—Plans for community improvement must include development and training of adults, or the plans will bog down. When schools promote peaceful interaction "by respecting the values of all cultures concerned and teaching the good in all, instead of compelling conformity," they will be a powerful agent for better incultural relations.—G. K. Morlan.

846. Davidson, Kenneth S., Gibby, Robert G., McNeil, Elton B., Segal, Stanley J., & Silverman, Herbert. (*V. A., Detroit, Mich.*) *A preliminary study of Negro and White differences on Form I of the Wechsler-Bellevue Scale.* *J. consult. Psychol.*, 1950, 14, 489-492.—White and negro samples each consisting of about 40 psychoneurotic patients matched for mean age and educational level were compared on Form I of the Wechsler-Bellevue test. By the "t" test of significance it was found that the negro group had lower mean verbal, performance, and full scale IQ's than the white group. Differences on individual sub-tests are also presented with an interpretation based upon the cultural attitudes and motivation of the negro group.—N. Glaser.

847. Davis, Allison. (*U. Chicago, Ill.*) *Light from anthropology on intercultural relations.* In Bigelow, K. W. *Cultural groups and human relations*, (see 26: 844), 76-91.—Standard intelligence tests do not measure accurately the mental ability of lower class children, but on a new test being developed at Chicago U. that avoids language bias, children from all classes measure about the same in ability. If brains really assured people getting to the top, college professors would be at the financial top.—G. K. Morlan.

848. Dodd, Stuart Carter. (*Washington Publ. Opin. Lab., Seattle.*) *A measured wave of interracial tension.* *Soc. Forces*, 1951, 29, 281-289.—A test of a part of "the 'interaction hypothesis' of group gravity" was made in a poll of 1044 families of a low-rent housing project, measuring the extent and rate of diffusion of a wave of interracial tension that rippled through the somewhat isolated community via rumor or news from one spot. The survey measured diffusion of the rumor or news ten days after the rape of a white woman by a Negro at the project; remeasurement was made a year later. "This paper is confined to the distance and time-dimensions of the wave of tension." The "inverse distance" and "inverse time" subhypotheses were tested, the data being consistent with them (although

equivocal in some respects re the former hypothesis). Methodological suggestions on procedures for studying word-of-mouth hearsay communication in a small community are made.—*B. R. Fisher.*

849. Gillin, John, & Murphy, Emmett J. (*U. North Carolina, Chapel Hill.*) *Notes on Southern culture patterns.* *Soc. Forces*, 1951, 29, 422-432.—Five communities, taken as representative of their respective Southern subcultures, were studied by social anthropological techniques. "In this article we propose merely to set out a tabulation of patterns showing some of the 'content' of these several subcultures." Cautions and tentative conclusions in examining the data are briefly stated.—*B. R. Fisher.*

850. Gruesser, Mary Jeanine. *Categorical valuations of Jews among Catholic parochial school children.* Washington, D. C.: Catholic Univer. of America Press, 1950. xii, 169 p.—The attitude toward Jews of 737 seventh and eighth grade Catholic children, mainly Irish Catholic, in 9 parochial schools in New York City was studied. In general the children tended to evaluate Jews "not as individual persons, but as members of a group to which they apply a catalog of characteristics" commonly attributed to Jews. The majority of the children reported that their "families shared their attitude toward Jews. Very few comments indicated the application of Catholic teaching regarding social relations." Most of the attitudes reflected the prejudices of gentile society.—*G. K. Morlan.*

851. Hsu, F. L. K. (*Northwestern U., Evanston, Ill.*) *The Chinese of Hawaii: their role in American culture.* *Trans. N. Y. Acad. Sci.*, 1951, 13, 243-250.—Although the Chinese of Hawaii have adopted American culture, a close analysis reveals that their patterns of behavior differ in a number of ways. In their religion, family life, and organizations they tend to harmonize with what exists (situation-centered) rather than to find ways of fulfilling their own requirements (individual-centered).—*J. Bucklew.*

852. Levinson, Daniel J., & Schermerhorn, Richard A. (*Harvard U., Cambridge, Mass.*) *Emotional-attitudinal effects of an intergroup relations workshop on its members.* *J. Psychol.*, 1951, 31, 243-256.—The authors seek to answer the question as to what kinds of people choose to attend workshops, and what influence it has on its members attitudinally and emotionally. The people were found to be predominantly middle-class, white, Protestant, female, teachers and social service personnel. In attitudes they were largely opposed to ethnocentrism, somewhat conservative-traditionalistic with regard to politics and religion, and slightly anti-authoritarian. The effects of the workshop, even if present, were disappointingly limited in scope and intensity.—*R. W. Husband.*

853. Long, Herman H. (*Fisk U., Nashville, Tenn.*) *Race prejudice and social change.* *Amer. J. Sociol.*, 1951, 57, 15-19.—The concept of race prejudice is inadequate in defining intergroup and race relations. Scientific formulations do not warrant the degree of precision ascribed to the operation

of prejudice or the importance frequently given it as a factor in social change. A two-category hypothesis of prejudice is suggested: (1) prejudice having its source in a personality type and (2) prejudice as a body of attitudes derived from adventitious sources. The latter are held especially important in the prognosis of constructive change because they derive from social and cultural influences and are modifiable quantities.—*D. L. Glick.*

854. Malherbe, Ernst G. (*U. Natal, S. Africa.*) *Race attitudes and education in South Africa.* In Bigelow, K. W., *Cultural groups and human relations*, (see 26: 844), 140-158.—From an opinion survey of enlisted men and officers in the South African army toward natives, it appears that education had a liberalizing effect. The hope of implementing the Declaration of Human Rights in the U. N. Charter depends on further education of all.—*G. K. Morlan.*

855. Mead, Margaret. (*Columbia U., New York.*) *Research in contemporary cultures.* In Guetzkow, H., *Groups, leadership and men*, (see 26: 803), 106-118.—ONR projects in this area have thus far included studies of the pre-Soviet Russian, Czech, Polish, Eastern European Jewish, French, Syrian and Chinese cultures, follow-up on members of these groups in the United States, and groundwork for research in Czechoslovakia, Poland and for an interpretation of contemporary Soviet culture. Descriptions of findings and the theoretical framework emerging from them and a four-stage research design in partial completion are presented.—*I. Lazar.*

856. Róheim, Géza. (*1 West 85th St., New York.*) *Dreams of women in central Australia.* *Psychiat. Quart. Suppl.*, 1950, 24, 35-64.—The author presents at length three dreams which are a part of his field work in Central Australia (1929). The author was interested not only in dreams and play analysis, but also in straight ethnographical data, especially ritual and myth; hence, the time devoted to analyzing dreams was not much. The three women subjects are widows, aged ranging around 60 for two of the subjects and one approximately 70. A short glossary of native words is appended.—*A. Weider.*

857. Schwartz, Shepard. (*New School for Social Research, New York.*) *Mate-selection among New York City's Chinese males, 1931-38.* *Amer. J. Sociol.*, 1951, 56, 562-568.—In an attempt to test the hypothesis that in a given society endogamous norms and sentiments operate differentially for various social groups, the marriage license applications filed in New York City during the years 1931-1938 by 254 Chinese males and their brides were examined. From these data it appeared that pronounced differences in the patterns of mate-selection characterized each of the community's chief occupational groups—laundry-workers, restaurant-workers, and merchants. Moreover, the number of groups in each of the groups was disproportionate to their number in the community's population.—*D. L. Glick.*

858. Sherif, Muzafer. (U. Oklahoma, Norman.) *Light from psychology on intercultural relations.* In Bigelow, K. W., *Cultural groups and human relations*, (see 26: 844), 110-126.—Social psychology cannot be adequate until its data and conclusions are based on the world-wide situation. It is possible to have democracy and cooperation within a group without the group's being cooperative or democratic toward outsiders.—G. K. Morlan.

859. Spoerl, Dorothy Tilden. (69 Edgewood St., Springfield, Mass.) *Some aspects of prejudice as affected by religion and education.* *J. soc. Psychol.*, 1951, 33, 69-76.—"Using 926 protocols received from entering students in the falls of 1947 and 1948 at Amer. Int'l Coll. a study of the relative direction of prejudice as related to education and religion was made by use of a modified form of the Bogardus Test of Social Distance." In regard to religion, no significant differences in prejudice were found in the average scores for Jewish, Protestant, or Catholic students. Regarding educational differences, Springfield-Plan educated students tended to be more tolerant than others.—J. C. Franklin.

860. Van Til, William (U. Illinois, Urbana.), & Denemark, George W. *Intercultural education.* *Rev. educ. Res.*, 1950, 20, 274-286.—This review of literature on intercultural education since 1947 indicates an emphasis on studies in intergroup relations as a method of understanding prejudices. The trend in research has been away from measurement toward broader clinical and social field investigations. 99-item bibliography.—W. W. Brickman.

861. Zander, Alvin. (U. Michigan, Ann Arbor.) *The group process and human relations.* In Bigelow, K. W., *Cultural groups and human relations*, (see 26: 844), 159-178.—To change others we must change our own value systems, and for permanent change, group support is important. People learn best about human relations when they find out for themselves in direct experience. Their attitudes and behavior as well as ideas are all inter-related and need modification together.—G. K. Morlan.

862. Zborowski, Mark. (Amer. Jewish Committee, New York.) *The children of the covenant.* *Soc. Forces*, 1951, 29, 351-364.—Description of the small town culture of East European Jews before 1939, based on applications of the methods of cultural anthropology and clinical psychology (as well as other social science techniques).—B. R. Fisher.

(See also abstract 975)

SOCIAL INSTITUTIONS

863. Adams, Clifford R. (Pennsylvania State Coll., State College.) *Preparing for marriage; a guide to marital and sexual adjustment.* New York: Dutton, 1951. 256 p. \$3.50.—A new, enlarged and thoroughly revised book, including essential, tested material from "How to pick a mate" (see 21: 1966). Includes those research and counseling "findings which should be most helpful and interesting to all persons involved in love or marriage." 12-page glossary; 86-item classified bibliography.—A. J. Sprow.

864. Albrecht, Ruth. (U. Chicago, Ill.) *Social class in old age.* *Soc. Forces*, 1951, 29, 400-405.—100 people over 65 years of age, representative of the aged population of a small Midwestern town were interviewed. An Index of Lifetime Status, developed after Warner, was used to evaluate social class shifts made from birth (parental status) to old age. Upward mobility was more common before 50, but did not cease at any set age; top status positions were achieved in later years. Downward mobility was more common in youth. Factors in mobility are discussed.—B. R. Fisher.

865. Carreño, Alberto Maria. *Las clases sociales de México.* (Social classes of Mexico.) *Rev. mex. Sociol.*, 1950, 12, 333-350.—A historical summary is made of social class development in Mexico, since the pre-colonial period up to the present. The economic conditions of the different social classes are discussed.—E. Sánchez-Hidalgo.

866. Coser, Rose Laub. (180 Claremont Ave., New York.) *Political involvement and interpersonal relations.* *Psychiatry*, 1951, 14, 213-222.—A group of 23 students, members of a sophomore class in a progressive high school, was interviewed. The interview material showed that there is a correlation between political involvement and the nature of the subjects' interpersonal relations.—N. H. Pronko.

867. Duvall, Evelyn Millis. (Nat'l Council on Family Relations, Chicago, Ill.) *Facts of life and love.* New York: Association Press, 1950. xvii, 360 p. \$3.00.—Designed to prepare teen-agers for marriage, the major topics are concerned with growing up, beginning dating, "loving and being loved," engagement, and adjustment to marriage.—C. R. Adams.

868. Germani, Gino. *El estudio integral de las comunidades.* (The integral study of communities.) *Rev. mex. Sociol.*, 1950, 12, 307-332.—The following topics are briefly discussed: main stages in the development of community study, general methodological problems, the point of view of reconstructive sociology and of anthropological functionalism, what a complete community study should include, and basic techniques of community study.—E. Sánchez-Hidalgo.

869. Gross, Neal. (U. Minnesota, Minneapolis.) *Un esquema general para un análisis sociológico de las comunidades agrícolas.* (A general plan for a sociological analysis of agricultural communities.) *Rev. mex. Sociol.*, 1950, 12, 401-416.—The impact of social and cultural changes and the great variations within rural areas make necessary a new theoretical frame of reference for studying agricultural communities. A scheme based on an ideal-type methodology is presented, in which two polar types of rural communities are defined.—E. Sánchez-Hidalgo.

870. Horton, Paul Burleigh. *Marriage conceptions of 400 marriage license applicants.* In *Ohio State University, Abstracts of doctoral dissertations . . . 1943-49*, Columbus, O., 1950, No. 60, 155-161.—Abstract of Ph.D. thesis.

871. Koenig, René. (Zurich U., Switzerland.) *L'hyperorganisation de la famille.* (Hyperorganization in the family.) *Cah. Int. Sociol.*, 1950, 9, 42-56.—Hyperorganization exists whenever functional interdependence of the members of a family exceeds the personal involvement of the individual members. The author's purpose is to show that this factor is equal in importance to the factor of disorganization as a source of family difficulties. He analyses briefly the more common forms of hyperorganization and describes how, provided other conditions are adequate, this factor may lead to psychoneurotic, psychopathic, or even psychotic states.—G. Dufresne.

872. Lagunilla-Iñárritu, Alfredo. *Notas para una sociología del dinero.* (Notes for a sociology of money.) *Rev. mex. Sociol.*, 1950, 12, 445-454.—Monetary evolution as a sociological topic is still unexplored. Social evolution is accompanied by changes in monetary signs and symbols. The religious and political history of ancient and medieval societies can be revealed through the study of their monetary symbols. A few illustrations of the sociological implications of numismatics across the ages are offered.—E. Sánchez-Hidalgo.

873. Lyle, Mary S. (Iowa State Coll., Ames.) *Home and family-life education.* *Rev. educ. Res.*, 1950, 20, 299-308.—The 33 studies reported since 1947 are concerned with curriculum problems, methods and materials of teaching, evaluation of courses and programs, student abilities and attitudes, and administration.—W. W. Brickman.

874. Mack, Raymond W. (U. North Carolina, Chapel Hill.) *Housing as an index of social class.* *Soc. Forces*, 1951, 29, 391-400.—An index of social class of a family was constructed by "the objective classification of dwellings into different grades according to the presence of certain stated desiderata of construction, depreciation, and location." It proved highly reliable when administered by different persons, or readministered by the original person. Status as determined by the index proved highly valid, when tested against the social class ratings made by twenty persons who knew the families in the community. The technique is useful at low cost, an advantage over other methods of determining social class status. Two reservations on the use of the index in other communities and on spuriously high validity are stated.—B. R. Fisher.

875. Nimkoff, M. F. (Florida State U., Tallahassee.) *Technology, biology, and the changing family.* *Amer. J. Sociol.*, 1951, 57, 20-26.—The family in the past has been shaped by changes in the social system of which it is a part, particularly by changes in technology and economic organization, but most of these changes have been exterior to man the animal. New discoveries in human biology may revolutionize the constitutional bases of human behavior. This paper considers some of the implications for the family of new knowledge and anticipated knowledge in the field of the biology of sex and reproduction.—D. L. Glick.

876. Schaer, Hans. *Erloesungsvorstellungen und ihre psychologischen Aspekte.* (Ideas of redemption and its psychological aspects.) Zürich: Rascher, 1950. 702 p. S.fr. 38.—This book contains 13 chapters which deal with the 9 typical ways of salvation and the psychological problems involved. Due recognition is given to the typology of Kretschmer and of Jung.—A. Schuhmann.

877. Sykes, Gresham M. (Northwestern U., Evanston, Ill.) *The differential distribution of community knowledge.* *Soc. Forces*, 1951, 29, 376-382.—A questionnaire centered around a test of knowledge of the community, census-type characteristics, and political participation was administered to a random sample of 165 white male principal wage-earners in a small New Jersey town within the metropolitan region of New York during the summer of 1949. Income, occupational level, education, length of residence, home ownership, reading the local newspaper, location of work in the community, having children in school and political participation are positively related to above-mean scores on the test of community knowledge; geographical mobility is negatively related. The findings are interpreted in the light of the sociology of community membership.—B. R. Fisher.

LANGUAGE & COMMUNICATION

878. Fairbanks, Grant, & Jaeger, Robert. (U. Illinois, Urbana.) *A device for continuously variable time delay of headset monitoring during magnetic recording of speech.* *J. Speech Hearing Disorders*, 1951, 16, 162-166.—Description of apparatus for introducing time delays into the auditory feed-back circuits of human speech.—M. F. Palmer.

879. Gallo, Salvatore. *Psicologia del microfono.* (The psychology of the microphone.) *Riv. Psicol.*, 1950, 46, 173-180.—The popularity of the radio in our contemporary society is explained in terms of psychological characteristics of the listener. The author indicates as main factors, (1) the active participation of the listener (as a result of suggestibility, imagination, and emotional needs, especially in children and adolescents; as a result of persistence of creative imagination, or as a means of evasion from actual life conditions, in adults); (2) a process of interpretation and assimilation in which emotional conditions, reintegration, and affective syntonization have a predominant role.—A. Manoil.

880. Gemelli, Agostino. *La strutturazione psicologica del linguaggio studiata mediante l'analisi elettroacustica.* (The psychological structuring of the language studied through electroacoustic analysis.) *Pontificia acad. scient. scripta varia*, 1950, No. 8. 53 p.—The study analyses in detail the variation of the vowels in spoken language, individual differences in language and the limits of their variations, variations of the tonic accent, variations in intensity, the significative expression, and the structure of words and sentences. The author emphasizes the importance of the meaning the speaker wants to convey, and his general condition. The main area of research

should be the correlation between characteristic variations of spoken language as studied through electronic means, and the subjective conditions and personal characteristics of the speaker.—*A. Manoil.*

881. Moore, Harry Estill. (*U. Texas, Austin.*) *Mass communication in the South. Soc. Forces*, 1951, 29, 365-376.—A review of some of the existing information about changes in mass communication patterns accompanying urbanization in the South (centering on newspaper circulation, radio stations and receiving sets, public libraries and telephones), scanty as such data are, leads to the conclusion: "the people of the South do not have, and therefore do not use, the media of mass communication to the extent they are used by other citizens of the nation." This limits social interaction and communication, resulting in a relatively static society.—*B. R. Fisher.*

882. Stein, Leopold. (*Tavistock Clinic, London.*) On talking or the communication of ideas and feelings by means of mainly audible symbols. *Brit. J. med. Psychol.*, 1951, 24, 107-117.—Sounds (clicks) made by babies are made by repetition of elements of the act of sucking. Babbles "... are not labels or pointers but merely gestures expressive of pleasure." Language, even when used denotatively, retains its expressive quality. The evolution of the pronoun *I* shows that the use of the word parallels the development of the ego. In human and individual history, inhibition of the fundamental meaning of language occurs. Expression and engendering of archaic imagery are often frustrated when "pure" verbal constructs are employed.—*C. L. Winder.*

883. Swanson, Charles E. (*U. Minnesota, Minneapolis.*) Predicting who learns factual information from the mass media. In *Guetschow, H., Groups, leadership and men*, (see 26: 803), 218-233.—After describing previous work done by the research group, the present study, involving interviews with a representative urban group of 448 is described. Information tests on government news with a hidden short "intelligence test" revealed that "intelligence and sex are two important variables in predicting who will learn how much from the news about government," with men learning more than women and intelligent people learning more than the less intelligent. 5 hypotheses to be tested in the future are delineated. 13 references.—*I. Lazar.*

884. Twedt, Dik Warren. (*Northwestern U., Evanston, Ill.*) A table for use with Flesch's level of abstraction readability formula. *J. appl. Psychol.*, 1951, 35, 157-159.—A modification in the Flesch method of measuring level of abstraction is presented here. In addition to using the "percentage of definite words," which Flesch reported as correlating .55 with comprehension by grade school children, the author uses word length (syllables per 100 words). When these two measures are combined in a multiple regression formula, the resulting single index of readability correlates .72 with comprehension. Readability scores derived from these two measures can be obtained from tables which are included in this article.—*W. H. Osterberg.*

885. von Foerster, Heinz (Ed.) (*U. Illinois, Urbana.*) *Cybernetics: circular, causal, and feedback mechanisms in biological and social systems.* New York: Josiah Macy, Jr. Foundation, 1951. 251 p. \$3.50.—Transactions of the seventh conference on cybernetics, March 1950, sponsored by the Foundation. The 7 chapters are edited stenotype records of the discussions. Each session was introduced by a brief direct statement by one member of the group interrupted and followed by a general discussion. The topics are evident in the chapter titles: Ralph W. Gerard, Some of the problems concerning digital notions in the central nervous system; J. C. R. Licklider, The manner in which and extent to which speech can be distorted and remain intelligible; Claude E. Shannon, The redundancy of English; Margaret Mead, Experience in learning primitive languages through the use of learning high level linguistic abstractions; Heinz Werner, On the development of word meanings [ontogenetically]; John Stroud, The development of language in early childhood; Lawrence S. Kubie, The relationship of symbolic function in language formation and in neurosis.—*C. M. Louttit.*

(See also abstracts 732, 1116, 1135)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

886. Cattell, R. B. (*U. Illinois, Urbana.*) On the disuse and misuse of P, Q, Qs and O techniques in clinical psychology. *J. clin. Psychol.*, 1951, 7, 203-214.—The author evaluates various statistical techniques for research in clinical psychology. He explains his thesis that "the most fruitful and economical approach for the clinician at present is through factor analysis and especially through the intraindividual analysis methods which have been called O- and P- techniques." 28-item bibliography.—*L. B. Heathers.*

887. Dearing, Walter Palmer. (*U. S. Public Health Service, Washington, D. C.*) Mental health in an anxious world. *Menninger Quart.*, 1951, 5, 18-23.—"Government has a basic need to ... foster the development of mature citizens and this is the goal of community mental health programs." State and federal governments are assisting communities to take steps to correct situations unfavorable to mental health. The healthy community can properly look to central governmental agencies for broad principles, an over-view of developing trends, and mechanisms by which widely dispersed groups can pool their thinking on a shared problem.—*W. A. Varvel.*

888. Foster, Robert G. (*Menninger Foundation, Topeka, Kans.*) Do we know enough to do mental hygiene? *Menninger Quart.*, 1951, 5, 7-11.—We need a much sounder program of research upon which to base mental hygiene programs. Mental health "involves economic, political, religious and many other forces and factors in community life which have to be dealt with realistically in terms of

their effect upon the growing up and the relationships of people."—W. A. Varvel.

889. Niedermeyer, A. *Zeitfragen der psychischen Hygiene*. (Current issues in mental hygiene.) *Wien. Z. prakt. Psychol.*, 1949, 1, 49-58.—Some social phenomena of the times are described as indicative of moral crisis and of intensification of the "injuries inflicted by civilization" upon man. Contributory factors are classified as biological, social, and ethical-metaphysical. It is the task of mental hygiene to counteract these trends. 37 references.—C. M. Crossman.

890. Price, Mary Alice. (Ohio State U., Columbus.) Teaching mental hygiene with visual demonstrations; a report on the use of visual demonstrations in the introductory course in mental hygiene at the college level. Columbus, O.: Visual Demonstration Center, Ohio State University, 1950. 45 p.—This is a report on the use of demonstrations in visual perception as a teaching aid in Mental Hygiene courses. The visual demonstrations are assumed to increase student's participation, and make various perceptive problems a basis for thinking. Thirteen demonstrations are presented in detail. The evaluation of the project by students and staff members is also given.—A. Manoil.

891. Schofield, William. (U. Minnesota, Minneapolis.) Research in clinical psychology: 1950. *J. clin. Psychol.*, 1951, 7, 215-221.—The number and general content of research articles on clinical psychology published in six journals are compared for 1950 and 1949. There is a brief review of the studies with a fuller discussion of a few of the articles listed in the 37-item bibliography.—L. B. Heathers.

892. Tomlinson, Paul J., & Bohn, Ralph W. (Gowanda State Homeopathic Hosp., Helmuth, N. Y.) Mental hygiene—a state responsibility. *Psychiat. Quart. Suppl.*, 1950, 24, 112-118.—This paper concerns a survey of the Mental Hygiene Clinics conducted by the Gowanda State Homeopathic Hospital on a group of 95 patients examined and treated during the fiscal year 1946-47. There was a follow up on 59 patients. 46 of the 59 were found to have benefited directly or indirectly, by the clinic contacts. Those patients attaining the high school level are most subject to emotional strain of contemporary living and it appears that the clinic services were most used by them. The author concludes that mental hygiene clinics continue to be a service of the state hospital and they recommend that increased emphasis be made in their development.—A. Weider.

METHODOLOGY, TECHNIQUES

893. Bühler, Ch. *Methoden zum Studium von Einzelkindern*. (Methods for the study of individual children.) *Wien. Z. prakt. Psychol.*, 1949, 1, 45-48.—The study of one child, who presented adjustment problems, is described in some detail. It was carried out in two phases: (1) physical examination and intelligence tests at school; (2) depth analysis of motives, environment, and history, with

aid of the parents and use of projective techniques (Rorschach and World-Test).—C. M. Crossman.

894. Dailey, Charles A. The clinician and his predictions. *J. clin. Psychol.*, 1951, 7, 270-273.—In response to Sarason's paper (see 25: 8108) on the fallibility of predictions from test scores, the author postulates that what is needed most is research on the validity of the predictions of the clinician himself. He wonders if formal psychological training really improves these predictions.—L. B. Heathers.

895. Hunt, William A. (Northwestern U., Evanston, Ill.) An investigation of naval neuropsychiatric screening procedures. In *Guetskow, H., Groups, leadership and men*, (see 26: 803), 245-256.—Investigation of screening practices and attrition at 3 naval stations confirms the hypothesized inverse relationship between the two, acting as a validity check on the value of engaging in psychiatric screening in the Navy. There is a point of diminishing returns in increasing the thoroughness and subtlety of screening techniques. Follow-up studies are reported validating psychiatric predictions, as are a number of other studies following screened men through their duty assignments.—I. Lazar.

896. Hunt, William A., Wittson, Cecil, L., & Burton, Henrietta, W. (Northwestern U., Evanston, Ill.) A further validation of Naval neuropsychiatric screening. *J. consult. Psychol.*, 1950, 14, 485-488.—The hypothesis that there is "an inverse ratio between the number of military recruits screened out during preliminary training and the number of psychiatric casualties during subsequent military service" is subjected to verification. This is a repetition of previous studies with additional samples for screening rate and subsequent discharge rate at specified historical periods at 3 training centers. The results confirm the hypothesis, but cautiousness in interpretation is stressed.—N. Glaser.

897. Leader, Marcia A., & Robbins, Lewin L. (Menninger Foundation, Topeka, Kans.) Psychiatric social service in a small private psychiatric hospital. *Bull. Menninger Clin.*, 1951, 15, 85-90.—Where the psychiatric social worker is an active member of the hospital staff, his primary responsibility is to help patients and their families find solutions to the situational problems related to the patient's illness and preparation for return to community living. He interviews relatives, evaluates the part played by the family in the development of the patient's illness, and enlists its participation in the program of treatment. Finally he aids the patient as he becomes ready to live away from the protective and specialized hospital community.—W. A. Varvel.

898. Menninger, C. F. How we started. *Menninger Quart.*, 1951, 5, 4-6.—The founder of the Menninger Clinic discusses the personal and professional motives which led to the establishment of the Clinic. A visit to the Mayo Clinic in 1908 showed what medicine could be when practiced in a group. The influence of Dr. E. E. Southard turned the Menningers toward the fields of neurology and psy-

chiatry. The clinic moved to its present grounds in 1925, at which time the Southward School was opened.—W. A. Varvel.

899. Ovenburg, Jean H. (Rochester (N. Y.) State Hosp.) Program for the pre-professional social work student. *Psychiat. Quart. Suppl.*, 1949, 23, 327-331.—The training program of the pre-professional student in the social service department of Rochester State Hospital has had unusual opportunity for development and is discussed in this article. The program is one mainly of orientation to the function of the social service department of the State Hospital, thus college students majoring in sociology are utilized by the social service department. There are gains in terms of community understanding and acceptance of the mentally ill which far outweigh any of the negligible negative factors considered in terms of the student not being ready to adjust herself to the hospital staff and routine.—A. Weider.

900. Riesman, David. (U. Chicago, Ill.) Two adolescents; an experiment in the interpretation of interviews. *Psychiatry*, 1951, 14, 161-211.—The characterological meaning of small verbal clues that are secured during an interview are discussed. It is shown how general themes of this sort may permit relating social character to political style. Representative data of two adolescents include a written poll of attitudes and opinions, an oral questionnaire, and school records, as well as Rorschach data for each.—N. H. Pronko.

901. Rycroft, Charles. A contribution to the study of the dream screen. *Int. J. Psycho-Anal.*, 1951, 32, 178-184.—A dream without visual content is described and suggestions are made regarding the clinical and theoretical significance of such dreams.—N. H. Pronko.

902. Strotzka, H. (Städtisches Nervenheilanstalt Rosenhügel, Vienna.) Untersuchungen über die Evipanexploration. (An investigation of the interview following administration of evipan.) *Wien. Z. prakt. Psychol.*, 1949, 1, 77-85.—Under the influence of evipan, normal persons gave reliable information which would otherwise have been withheld. Responses were slow, hesitant, brief, and were given only in answer to direct questioning. Under instructions to resist giving information, subjects varied in their responses according to personality type and nature of questions raised; some gave complete and true answers, other refused or gave false answers. Cases are cited to illustrate recovery of memories by normal and by neurotic persons, and to indicate that unconscious and repressed material, as well as consciously withheld information, may be brought out under evipan. 18 references.—C. M. Crossman.

903. Wieser, R. Die Stellung der Graphologie im Rahmen der praktischen Psychologie. (The position of graphology within practical psychology.) *Wien. Z. prakt. Psychol.*, 1949, 1, 61-67.—As one of the most tangible methods for obtaining a clear picture of a personality, graphology ought not to be

forced into the mold of an "exact" science, but ought rather to be treated as a diagnostic method of research and interpretation. In comparison to applied psychology, graphology today has more rational methods and affords a means for estimating the quality of trustworthiness in a person. Its use is recommended in personnel selection and in some kinds of counseling, but it has not been found useful in vocational guidance.—C. M. Crossman.

(See also abstracts 644, 649, 1031, 1099)

DIAGNOSIS & EVALUATION

904. Alimena, Benjamin. (Fordham U., New York.) Norms for scatter analysis on the Wechsler Intelligence Scales. *J. clin. Psychol.*, 1951, 7, 289-290.—A method is outlined to achieve comparability of scores on the Wechsler sub-tests, and to evaluate their dispersion. Its optimal value will come from its use in conjunction with studies of intra-test variability. The deviation norms have been calculated for the Wechsler Scale for Children, in addition to those for Form I for Adolescents and Adults, and are available on request from the author.—L. B. Heathers.

905. Buck, John N. (Lynchburg (Va.) State Colony.) Directions for administration of the achromatic-chromatic H-T-P. *J. clin. Psychol.*, 1951, 7, 274-276.—Changes in the administration of the H-T-P test since the publication of its manual and the introduction of the chromatic series of drawings are summarized.—L. B. Heathers.

906. Caruso, Igor A. Intelligenz und affektiv gefärbte Do-Deutung im Rorschachschen Formdeutversuch. (Intelligence and affectively-toned Do-responses in the Rorschach test.) *Wien. Z. prakt. Psychol.*, 1949, 1, 17-20.—The sudden appearance of a detail response in the midst of intellectually superior responses signifies an unconscious fear of the whole configuration which may be rooted in a neurotic complex. Do (oligophrenic detail) responses appear in such circumstances, not as a mark of feeble-mindedness, but as the result of emotional disruption of the intellectual function. The Rorschach is especially well-suited to revealing the interrelation between formal indicators of intelligence and depth-psychological factors.—C. M. Crossman.

907. Caruso, Igor A. Tonantworten im Rorschachschen Formdeutversuch. (Auditory responses in the Rorschach test.) *Wien. Z. prakt. Psychol.*, 1949, 1, 108-111.—Examples of auditory responses are quoted, largely out of one exceptional protocol. Such responses are to be understood as adjunct to pronounced movement perceptions, and presumably indicate introverted fantasy. These "primary" auditory responses are to be distinguished from those which come about through logical or associative channels (e.g. "barking dog"). A scoring method is proposed.—C. M. Crossman.

908. Cauffiel, Paul W., & Snyder, William U. (Pennsylvania State Coll., State College.) A comparison of the performance of a randomly selected col-

lege population on the MMPI and the P-S Experience Blank. *J. clin. Psychol.*, 1951, 7, 267-270.—The PSEB and MMPI, in alternate order in different subgroupings, were given to 201 college students volunteering from a randomly selected group of 290. Inter-correlations between the scales of the two tests are reported based on the total group. Means and SD's in raw score units are given for the total group, the male sample, the female sample ($N = 51$), and the 25 most deviant on the PSEB. Seven of the 22 inter-correlations are .50 or above—Pt, Hs, and Sc with the physiological scale of the PSEB and Pt, Sc, D, and K (relation negative) with the psychological scale of the PSEB. The deviant sub-group on the PSEB also appear more deviant on the MMPI; K appears lower, and F, Pt, Sc, and D higher on the deviant than on the total group.—*L. B. Heathers.*

909. Chiodi, V., Gilli, R. & Giuliani, Ch. Saggio di applicazione del reattivo di Szondi in casi di tentato suicidio ed in epilettici. (Applications of the Szondi test in cases of attempted suicide, and in epileptics.) *Riv. Psicol.*, 1950, 46, 181-185.—The Szondi test administered for experimental purposes to a group of epileptics shows results different from those indicated by the author of the test. Similar discrepancies are found in cases of suicidal attempt. The authors conclude that "this first practical application of the test . . . leaves one uncertain as to the meaning and (value) of the results."—*A. Manoil.*

910. David, Henry, P. (Teachers Coll., Columbia U., New York.) A Szondi IBM form. *J. consult. Psychol.*, 1950, 14, 502.—An IBM form and procedure is described which simplifies the scoring and statistical analysis of the Szondi test.—*N. Glaser.*

911. Eichler, Robert M. (State U. Iowa, Iowa City.) Some comments on the controlling of differences in responses on the Rorschach test. *Psychol. Bull.*, 1951, 48, 257-259.—The dependence of particular responses on R has been shown by correlating R and that score. However, since correlation of a particular score with R minus that score still gives correlations between .37 and .49, it is apparent that a "fluency" factor is present. It is suggested that analysis of covariance might be employed to make the groups comparable on the productivity factor. It has been found that a square-root transformation will normalize the skewed distributions usually found with Rorschach scores.—*M. R. Marks.*

912. Eron, Leonard, D.; Terry, Dorothy; & Calahan, Robert. (U. Wisconsin, Madison.) The use of rating scales for emotional tone of TAT stories. *J. consult. Psychol.*, 1950, 14, 473-478.—A 5-point rating scale varying in mood from very sad to very happy was constructed, 1 for each of the 20 TAT pictures, and appropriate in content to each picture. The reliability of the scale, based upon 3 judges' ratings of 2000 stories submitted by college students was .80. The ratings obtained from a second group of college students showed that the emotional tone of all stories tended to be sad, but there were differ-

ences in the emotional pull elicited by each picture.—*N. Glaser.*

913. Falorni, Maria Luisa. Note al profilo-scala di Vermeylen (Notes on the profile-scale of Vermeylen.) *Riv. Psicol.*, 1950, 46, 186-189.—Various considerations on the profile-scale of Vermeylen as compared with Rossolimo profile and Terman revision of Binet are made. Researches made by the author on 107 children show differences of mental age as obtained with Vermeylen and Terman scales, especially with reference to the feeble-minded. Typical examples of such results are given. The author suggests some modifications of the Vermeylen profile-scale for future applications.—*A. Manoil.*

914. Guertin, Wilson H. A factor analysis of some Szondi pictures. *J. clin. Psychol.*, 1951, 7, 232-235.—Two Szondi pictures from each of the 8 Szondi scales were given to 100 inmates of correctional and mental hospital institutions. The 16 cards were ranked in order of preference and tetrachoric r 's estimated from the frequency of likes (ranks 1-8) and dislikes (ranks 9-16). Using Thurstone's techniques, 5 unidentified factors accounted for about 50% of the variance of the matrix; factor loadings were not more similar for pictures within a given Szondi category than for pictures in different categories; only one picture was affected by one factor predominantly.—*L. B. Heathers.*

915. Hammond, Kenneth R. (U. Colorado, Boulder.) A tabulation method for analyzing combinations of Rorschach scores. *J. clin. Psychol.*, 1951, 7, 276-279.—"A tabulation method of handling several Rorschach variables simultaneously is presented. This method has been tried in practice and found to be economical and useful."—*L. B. Heathers.*

916. Hays, William; Gellerman, Saul, & Sloan, William. (Lincoln (Ill.) State School & Colony.) A study of the relationship between the Verb-Adjective quotient and the Rorschach experience balance. *J. clin. Psychol.*, 1951, 7, 224-227.—The purpose of this study was to determine the relation between verb-adjective quotient and several measures of experience-type on the Rorschach using S's of varying CA and IQ. Six groups of 12 S's each—normal and defective adolescents, normal children, defective and normal and superior adults as classified by 3 varying test instruments were given the Rorschach. VAQ was found from recordings of responses to 9 TAT cards. A significant positive relation was found between the two variables.—*L. B. Heathers.*

917. Henry, William E., & Guetzkow, Harold. (U. Chicago, Ill.) Group projection sketches for the study of small groups. *J. soc. Psychol.*, 1951, 33, 77-102.—"A series of five pictures was developed for use by face-to-face groups as a projective test. The final stories presented by the groups may be interpreted in thematic form by the experimenter or may be more systematically represented on rating scales. Examples of both types of analyses of the stories are presented. The instrument holds prom-

ise in providing an expeditious technique for the description of groups and in suggesting clues to insightful analysis of the structure and internal dynamics of groups."—J. C. Franklin.

918. Hire, A. William. (Boston U., Mass.) A group administration of the Rorschach; methods and results. *J. consult. Psychol.*, 1950, 14, 496-499.—The Rorschach cards were presented on a screen. Subjects gave their responses to each card during the first 3-minutes of exposure and wrote their own inquiry during a subsequent period of 3-minutes. From the data obtained from a group of 50 college students it is concluded that the "scores showed no gross distortions; also, "no radical revision of the usual method of interpretation is necessary."—N. Glaser.

919. Hughes, Halcyon; Epstein, Leon J.; & Jost, Hudson. (U. Tennessee, Knoxville.) The relationship between certain measurable functions of autonomic nervous system activity and color responses on the Rorschach Test. *J. clin. Psychol.*, 1951, 7, 244-249.—An attempt was made to analyze quantitatively affective tone to color responses on the Rorschach through "continuous measurements of respiration, relative blood pressure, heart rate, and galvanic skin resistance as measured by the Keeler polygraph during the free association period of the Rorschach test." Only one of the 20 t's computed between physiological reactions of 32 college S's to non-color and color responses on the colored cards was significant above the 5% level. It was concluded that "color and non-color Rorschach responses were not associated with appreciably different physiological changes as measured in this study." 34-item bibliography.—L. B. Heathers.

920. Kanizsa, Gaetano. (U. Firenze, Italy.) Ricerche sperimentali sul significato della prova di Toulouse e Piéron. (Experimental researches on the meaning of the Toulouse-Piéron test.) *Arch. Psicol. Neurol. Psichiat.*, 1951, 12, 115-133.—The Toulouse-Piéron cancellation test shows a lack of correlation between speed or quantity and quality. This is interpreted as the result of a process of spontaneous differentiation of the preceptive field in elements of positive valence and amorphous undifferentiated elements. Experimental investigation with variation of the number of signs to be cancelled, or the introduction of supplementary signs which facilitate the differentiation of the critical sign, confirm the above interpretation. Practically, the test has small diagnostic value, and does not measure the same aptitude in all subjects. French, English and Italian summaries.—A. Manoil.

921. Lippert, E. Zur Typologie und Testung psychischer Reaktionsweisen. (Toward a typology and the testing of psychic modes of reaction.) *Wien. Z. prakt. Psychol.*, 1949, 1, 68-73.—Test protocols cannot be unequivocally interpreted without accompanying information as to (1) the form of reaction most characteristic of the subject; (2) the physical condition of the subject when tested; and (3) the circumstances of the testing situation. It is

proposed that individuals be classified as to reaction-type according to the two criteria of reaction-time and degree of impression made upon them by the testing experience. A form for reporting data on reaction-type and conditions of testing is presented.—C. M. Crossman.

922. Lorr, Maurice; Wittman, Phyllis; & Schanberger, W. (Elgin (Ill.) State Hosp.) An analysis of the Elgin Prognostic Scale. *J. clin. Psychol.*, 1951, 7, 260-263.—The Elgin Scale consists of 20 rating scales weighted according to their prognostic importance for schizophrenic patients. In two preliminary studies, the scale predicted prognosis prior to treatment better than the staff judgments. Consequently the scale was given to 200 successive admissions, the ratings being done by two of the authors. Tetrachoric r's between 17 of the 22 variables were computed and a factor analysis done. Three factors were tentatively identified to explain the matrix: "(1) a factor of schizoid withdrawal, (2) a factor of schizophrenic reality distortion, and (3) a less well-defined factor of personality rigidity or inadaptability."—L. B. Heathers.

923. Lucero, Rubel J., & Meyer, Bill T. (Fergus Falls State Hosp., Minn.) A behavior rating scale suitable for use in mental hospitals. *J. clin. Psychol.*, 1951, 7, 250-254.—"The L-M Fergus Falls Behavior Rating Scale provides an inexpensive, convenient, fairly objective and reliable method of rating the behavior of patients in mental hospitals. Inexperienced raters can use it with facility, obtaining agreements of 89 to 97 percent. It measures eleven aspects of behavior, and is sensitive enough to pick up differences between patients and changes in one patient over a length of time. It can be used when other psychometric techniques are ineffectual (when patient is mute, agitated, etc.), and in research involving evaluations of behavior." The scale itself and instructions for its use are given.—L. B. Heathers.

924. Mais, Robert D. Fakability of the Classification Inventory scored for self confidence. *J. appl. Psychol.*, 1951, 35, 172-174.—A scoring key for self confidence was developed on the Jurgenson Classification Inventory using a self rating blank of self confidence as the criterion. The Inventory was given to a new group twice, first with standard instructions, then with instructions to try to get a good score on self confidence. The mean increase for the group was 12.8 points, which is significant at the .01 confidence level. The correlation between these two sets of data was .17. The retest reliability correlation of the rating blank was .91.—W. H. Osterberg.

925. Meer, Bernard, & Singer, Jerome L. (U. Pennsylvania, Philadelphia.) A note on the "Father" and "Mother" cards in the Rorschach inkblots. *J. consult. Psychol.*, 1950, 14, 482-484.—50 College fraternity men were given individual Rorschachs. At the end of the test each was asked to select 2 cards, one of which could represent a "mother card," the other, a "father card." The results showed that

cards 4 and possibly 2 were selected as "father cards," 7 and 10 were chosen as "mother cards" most frequently. This supports the usual clinical interpretation of certain responses given to cards 4 and 7.—N. Glaser.

926. Mercer, Margaret, & Hecker, O. (V. A. Hosp., Coatesville, Pa.) The use of Tolserol (myanesin) in psychological testing. *J. clin. Psychol.*, 1951, 7, 263-266.—Tolserol, a drug having a transitory effect on the mid-brain, is administered for temporary relief from anxiety. It was given to 13 schizophrenics who had been non-responsive to various therapies. S's used were those showing marked Verbal scatter with Vocabulary and Information as high scores on original testing with the Wechsler. They were then given the four remaining Verbal sub-tests again and the test proper of the Rorschach while under Tolserol. No effects were shown on the Rorschach but 5 S's showed changes in total weighted score of 9 points or more on the Wechsler; large changes (4 or more points) were much more frequent on Arithmetic Reasoning than on the other three sub-tests.—L. B. Heathers.

927. Michal-Smith, H.; Hammer, Emanuel, & Spitz, Herman. (N. J. State Diagnostic Center, Menlo Park.) Use of the Blacky Pictures with a child whose oedipal desires are close to consciousness. *J. clin. Psychol.*, 1951, 7, 280-282.—The use of the Blacky Pictures for projective material is illustrated by a case study.—L. B. Heathers.

928. Pearson, John S., & Swenson, Wendell M. (Minnesota State Div. of Public Institutions.) A note on extended findings with the MMPI in predicting response to electro-convulsive therapy. *J. clin. Psychol.*, 1951, 7, 288.—To validate the previous findings of one of the authors (see 26: 1954) on the MMPI signs diagnostic of response to shock, the signs and the treatment outcomes were checked on 33 psychotic patients. In general, as before, as the number of signs present increased, the degree of improvement tended to decrease. However, the scoring key on the MMPI established on the original group did not hold up in the cross-validation study.—L. B. Heathers.

929. Peel, E. A. (U. Birmingham, Eng.) A note on practice effects in intelligence tests. *Brit. J. educ. Psychol.*, 1951, 21, 122-125.—Boys and girls, ages 10-11, comprising groups of 1200-1600, were tested on two occasions with different Moray House tests, the intervening period being 4-5 weeks. When the data were analyzed for mean practice effect an increase of up to 5 points IQ was apparent. Differential practice effect was related directly to the initial level of intelligence, reaching a maximum at 120-130 IQ, and then diminishing.—R. C. Strassburger.

930. Rabin, Albert I., & Guertin, Wilson H. (Michigan State Coll., East Lansing.) Research with the Wechsler-Bellevue test: 1945-1950. *Psychol. Bull.*, 1951, 48, 211-248.—The validity of the test as a measure of general intelligence is no longer questioned; in fact, it serves as a reference criterion.

There has been a marked increase in the use of the test as a diagnostic instrument on the hypothesis that, "... the several intellectual factors measured by the test are differentially affected by a variety of emotional, psychiatric and neurological conditions." With such use, certain deficiencies in test structure merit attention. 145-item bibliography.—M. R. Marks.

931. Rosen, Ephraim. (U. Minnesota, Minneapolis.) Symbolic meanings in the Rorschach cards: a statistical study. *J. clin. Psychol.*, 1951, 7, 239-244.—"A questionnaire procedure was used to test the hypotheses that cards IV, VI, VII, and X are perceived by subjects as representing a father symbol, male sexuality, a mother symbol, and a family symbol, respectively. ... Results indicated considerable support for the first three of these hypotheses, in terms of per cent of three separate groups choosing the predicted cards. The 'family symbol' hypothesis alone received but little support from the data. However, the results also indicated great individual differences in perception of symbolic meanings of Rorschach cards, so that no single meaning was assigned to a specific card by a majority of any group. The Rorschach would thus appear to consist of stimuli which have a partial, but not a total, symbolic communality for subjects." S's, approximately 180, were students in psychology classes.—L. B. Heathers.

932. Rosenzweig, Saul. (Washington U., St. Louis, Mo.) Idiodynamics in personality theory with special reference to projective methods. *Psychol. Rev.*, 1951, 58, 213-223.—"In the history of psychology the theoretical fate of the individual and the attendant norms for interpreting his behavior have evolved in an idiodynamic direction. The essential postulates of the idiodynamic approach are response dominance, configuration dominance, and idioverse dominance. Personality theory of this type is fundamental to any compelling conceptualization of the projective techniques, but cannot be used in isolation from the relevant aspects of the general-experimental and psychometric points of view. In thus integrating personality theory with the newer methods of psychodiagnosis, the traditional concepts and methods of test construction and standardization, notably reliability and validity, must be recast."—R. B. Ammons.

933. Rowell, John T. (Florida State U., Tallahassee.) An objective method of evaluating mental status. *J. clin. Psychol.*, 1951, 7, 255-259.—A 20-item scale for rating the behavior of psychotics is presented. The reliability of ratings as measured by test-retest ratings ($r = .95$) and ratings between nurses ($r = .85$) were high. Correlations between nurses' and psychiatrists' ratings (.78) were adequate. The use of such a rating scheme might aid in understanding both individual patients and psychiatric diagnostic groupings.—L. B. Heathers.

934. Sacks, Joseph M., & Lewin, Herbert S. (New York V. A. Regional Office.) Limitations of the Rorschach as sole diagnostic instrument. *J.*

consult. *Psychol.*, 1950, 14, 479-481.—Case material including 1 Rorschach protocol are presented to show the fallibility of Rorschach signs and blind diagnosis for the prediction of behavior. These procedures could be mechanical stunts leading to serious diagnostic errors especially when they are not supplemented by broader clinical appraisals.—N. Glaser.

935. Sandier, Joseph, & Lubin, Ardie. A note on the reliability of the Szondi Test. *Brit. J. med. Psychol.*, 1951, 24, 141-143.—The quantitative reliability approach was to correlate each factor of the test for two administrations. All such correlations were significant (.05) the range being .20 to .65. In the qualitative approach profiles were matched. This was done correctly in 92% of the 100 cases. It is concluded that the test has significant reliability, and cannot be discarded on these grounds.—C. L. Winder.

936. Spache, George. (U. Florida, Gainesville.) Sex differences in the Rosenzweig P-F Study, Children's Form. *J. clin. Psychol.*, 1951, 7, 235-238.—The P-F Test was given, generally individually, to 50 boys and 50 girls whose average age was somewhat below that of Rosenzweig's norm group. At least some of these S's were referrals from teachers to the school psychologist. These two factors may account for the lack of agreement between the frequency of types of responses for this and the norm sample. No reliable differences were found between the sexes on the usual scores for the test. When the pictures were divided into child-child and adult-child situations, boys were found to be reliably more ego-defensive than girls in both situations. Largest differences were found when the child-child and adult-child situations were compared within a given sex.—L. B. Heathers.

937. Wittenborn, J. R. (Yale U., New Haven, Conn.) Level of mental health as a factor in the implications of Rorschach scores. *J. consult. Psychol.*, 1950, 14, 469-472.—A factor analysis of 21 Klopfer scoring categories was carried out upon 160 protocols of hospitalized patients. Tables are presented which show the intercorrelations between the various scoring categories and their rotated factor loadings. Some of the findings of an earlier factor analysis made upon Rorschachs of students were confirmed. It was again found that, "4 factors account for the common factor variance," but there are some differences between the student group and present sick one with respect to the scoring categories which form a cluster of loadings.—N. Glaser.

938. Wittenborn, J. R. (Yale U., New Haven, Conn.) A new procedure for evaluating mental hospital patients. *J. consult. Psychol.*, 1950, 14, 500-501.—A rating scale procedure is described which enables competent observers to describe a patient's symptoms in a uniform manner. By means of factor analysis of previously administered rating scales, a pattern of 9 symptoms were selected. When these are rated on a 10 point scale a syndrome profile may be obtained for each patient.—N. Glaser.

939. Zubin, Joseph, & Windle, Charles. (N. Y. Psychiatric Inst., New York.) The prognostic value of the Metenym Test in a follow-up study of psychosurgery patients and their controls. *J. clin. Psychol.*, 1951, 7, 221-223.—The Metenym Test is a list of 12 words each having at least five meanings; the score on the test is the number of meanings, other than the first, given to the list of words. A proper scoring system, differentiated the improved and unimproved cases but not the type of treatment given; this finding was supported on an additional group of 19 patients. In general, though pre-operative scores had prognostic value, post-operative scores did not, prognosis was better if preoperative scores were less good, and partialling out mental ability did not reduce the prognostic value of the preoperative test.—L. B. Heathers.

(See also abstract 626)

TREATMENT METHODS

940. Billingslea, Fred Y. (V. A. Center, Shreveport, La.) The implications of energetics-adjustment theory for the evaluation of psychotherapy. *Psychol. Serv. Center J.*, 1950, 2, 83-95.—The author states "certain assumptions, measurement properties, and variables from what may be termed the energetics-adjustment theory that seem applicable to the problems of evaluating the effectiveness of psychotherapy." He discusses the emotional energy level (EEL) variable and its specific properties. He thinks this is "an organic entity active in all responses." A table titled "Psychograph of interrelated adjustment mechanisms" is included which the author feels permits operational or descriptive definitions of various adjustment mechanisms and "may be used in describing the behavior of the particular individual in a psychotherapeutic situation in any of several ways."—H. Feifel.

941. Brody, Eugene B., Newman, Richard, & Redlich, Frederick C. (Yale U. Sch. Med., New Haven, Conn.) Sound recording and the problem of evidence in psychiatry. *Science*, 1951, 113, 379-380.—Non-objective recording of the psychiatric interview introduces elements of unreliability and bias; behaviors of both patient and therapist require objective recording, which the therapist is in no position to supply completely. Sound recordings, interpreted by persons themselves therapists (for correct evaluation of auditory cues) and one-way mirror observations made simultaneously by a number of observers, are being used. Evidence for psychoanalytic propositions must meet the usual scientific criteria for evidence; primary data, interpretations and inferences (important as the latter two are) must be kept separate, although all are important.—B. R. Fisher.

942. Combs, Arthur W., & Snygg, Donald. (Syracuse U., N. Y.) Implications of the phenomenological approach for the evaluation of psychotherapy. *Psychol. Serv. Center J.*, 1950, 2, 96-102.—The phenomenological point of view as-

sumes "that behavior is a function of the behavior's perceptual field; that his behavior is always appropriate to his perceptions even when the perceptions are 'wrong.'" Within his perceptual field the individual seeks persistently for maintenance and enhancement of self. Therapy becomes a situation provided for a client "to facilitate exploration and change of perception, particularly change in the perception of self and its relationship to the external world." The criteria for the success of therapy should be concerned with the degree and direction of change in the self-concept with its concomitant effects upon behavior.—H. Feifel.

943. Fiedler, Fred E. (U. Chicago, Ill.) A comparison of therapeutic relationships in psychoanalytic, nondirective and Adlerian therapy. *J. consult. Psychol.*, 1950, 14, 436-445.—1 electrically recorded interview was obtained from each of 4 analytic therapists, 2 Adlerians, and 4 nondirectivists. By the criterion of national reputation half were farther classified as expert and half as non-expert. The interviews were rated by 4 judges "in terms of 75 statements describing therapeutic relationships in accordance with the Q-technique." The results show that experts between schools come closer to the ideals of therapy than do experts and non-experts of the same school of therapy. The data do not pertain to the effectiveness of different kinds of treatment.—N. Glaser.

944. Frank, Jerome D. (Veteran's Administration, Washington, D. C.) Some problems of research in group psychotherapy. *Int. J. Group Psychother.*, 1951, 1, 78-81.—The general approach of research in group dynamics and psychotherapy has been to break down the observed phenomena into categories, tabulate them, and then to analyze the results statistically. In applying this technique, the author found that knowledge of the processes of therapy was not sufficient to make it possible to set up, in advance, categories which would be helpful. A qualitative evaluation was developed: events which seem crucial to the progress of therapy are described with reference to the total situation in which they occurred. From this has grown a classification scheme consisting of problem areas on which it is hoped that the situation analyses will cast light.—N. M. Locke.

945. Grünwald, E. Über Sprache und Ausdruck in der Psychotherapie; ein Beitrag zur "Verhaltensanalyse." (On language and expression in psychotherapy; a contribution to "behavior-analysis.") *Wien. Z. prakt. Psychol.*, 1949, 1, 111-121.—Recognizing the centrality of the problem of intelligible communication in the therapeutic interview, the author discusses the conduct of therapy from the point of view of the eclectic therapist who adheres to no special "school." He recommends appeal to the "collective unconscious," especially in the early interviews before the patient's individuality can be adequately comprehended, and suggests the use of pictorial language, similes, and maxims. To insure understanding, it is all-important to converse in the "thought-dialect" of the patient.—C. M. Crossman.

946. Hadden, Samuel B. (Presbyterian Hosp., Philadelphia, Pa.) Group psychotherapy in general hospitals. *Int. J. Group Psychother.*, 1951, 1, 31-36.—A majority of patients in a general hospital come for relief of visceral symptoms. In initiating groups in which psychosomatic disorders are common, it is valuable to begin by having members describe their symptoms. This leads to a discussion of the role of emotion in the production of body disorders and an understanding of the unconscious and psychodynamics. Attention is then focussed upon feelings. Feeling of inferiority is among the first mentioned, leading to feelings surrounding the parent-child relationship. Parents in the group will speak of problems with their children, which seems more a reliving of their own experiences than a resistance, as some think.—N. M. Locke.

947. Harding, Gusta Turner; Israel, Joachim; & Bernstein, Lotte. Group therapy in Sweden. *Int. J. Group Psychother.*, 1951, 1, 82-85.—Group therapy in Sweden is in its beginnings. It is not employed in mental hospitals or private practise, so far as known, and there appears to be no literature on the subject. The Erica Foundation uses group therapy for children, and includes some training in its College for Therapeutic Pedagogy. Since the Swedes, particularly in the northern parts of the country, do not readily display their feelings to other people, group therapy would seem best for children.—N. M. Locke.

948. Hunt, J. McV., & Kogan, Leonard S. (Institute of Welfare Research, Community Service Society of New York.) The need for psychological theory in evaluating the results of psychotherapy. *Psychol. Serv. Center J.*, 1950, 2, 77-82.—The authors state that "evaluating the results of psychotherapy, so long as it concerns change in clients or patients, is a part-problem of the general task of assessing personality." They feel that most current personality measures, derived from the Galton-Binet tradition, are generally inadequate for the purpose of measuring change in people. They suggest "raw data," e.g., case record material, psychotherapist's judgment, testimony and judgment of client, etc. that are potentially available for the evaluation of the results of psychotherapy.—H. Feifel.

949. Kafka, Gustav. Psychagogik und Psychotherapie. (Psychagogics and psychotherapy.) *Acta Psychol.*, 1951, 8, 25-34.—The psychoanalytic method has proved its usefulness in cases where the "patient" has been replaced by a "client," who does not need or wish to be cured of a neurosis, but merely to be assisted in solving normal conflicts as they arise in decisions between right and wrong. Psychotherapy as a cure of neurotic diseases remains within the domain of the medical student; psychotherapy as the application of psychoanalysis to normal conflicts will, as a rule, be more appropriately administered by psychologists, since, generally, they are better acquainted with normal psychology than psychiatrists.—G. Rubin-Rabson.

950. Kaufmann, Peter. (U. Wisconsin, Madison.) Changes in the Minnesota multiphasic personality inventory as a function of psychiatric therapy. *J. consult. Psychol.*, 1950, 14, 458-464.—A total of 51 students being treated for various kinds of emotional disturbances by "conference therapy" was given the MMPI during the early phase of their treatment and retested after some improvement was noted toward the end of therapy. A control group of healthy students, not in treatment, was subjected to the same test-retest procedure. A number of comparisons of test scores between the groups as well as before and after treatment are presented. Among other findings it was discovered that the D, Pt, and Sc scales were most sensitive to therapeutic changes, and a suggestive reduction in scores was also obtained on other scales.—N. Glaser.
951. Klapman, J. W. Clinical practices of group psychotherapy with psychotics. *Int. J. Group Psychother.*, 1951, 1, 22-30.—Group psychotherapy creates positive transferences of patients to the therapist and patient to patient. Group formations usually fall into 3 types: patriarchal sovereign, leader, and tyrant. The author employs a didactic group psychotherapy in his work, using a textbook, briefly described, case histories, and informal discussion of worthwhile topics. Results are difficult to measure, but patients tested with the Bell Adjustment Inventory and group Rorschachs showed marked improvement.—N. M. Locke.
952. Kline, Milton V. (Westchester (N. Y.) County Dept. Health, Div. of Mental Hygiene.) The application of hypnosis to nondirective psychotherapy. *J. clin. Psychol.*, 1951, 7, 283-287.—Hypnosis may be regarded as not opposed to a nondirective orientation when the role of the patient in achieving and maintaining the hypnotic state is emphasized and when indirect induction methods are used. Examples are given of the use of hypnosis within the non-directive framework.—L. B. Heathers.
953. Kogan, Leonard S. (Institute of Welfare Research, Community Service Society, New York.) An outline of the contributions. *Psychol. Serv. Center J.*, 1950, 2, 130-131.—The author has organized in outline form a summarization of the various viewpoints presented in the symposium titled "Psychological Theories and the Evaluation of the Results of Psychotherapy." The following theories are covered: energetics-adjustment, phenomenological, topological, two-factor, frustration, and psychoanalytic.—H. Feifel.
954. Kusch, Ernest H., & Lucas, Leon. (Manhattan State Hosp., Ward's Island, N. Y.) Group guidance in preparation for convalescent care. *Psychiat. Quart. Suppl.*, 1949, 23, 345-362.—The purpose of this paper was to handle attitudes rather than basic conflicts and the purpose was educational and informative, therefore, the term group guidance is chosen in preference to group therapy. Confusion and anxiety in patients was relieved by proper interpretation, ventilation and assimilation of feeling through a group and personal relationship with the group leaders. While the project is still in an early experimental stage, follow-up studies show the positive attitude on the part of group guidance patients and indications of more active use of convalescent care and communitive facilities than in the control group.—A. Weider.
955. Luchins, Abraham S. (McGill U., Montreal, Can.) Restructuring social perceptions; a group psychotherapy technique. *J. consult. Psychol.*, 1950, 14, 446-451.—Male veterans diagnosed as psychotic were organized into small group meetings from 3-5 times each week over a period of about 6 months. 6 procedures of group discussion are described, some of them using playbacks of previously recorded sessions. The emphasis in therapy is placed upon patients' learning more about their social roles.—N. Glaser.
956. McCann, Willis, H., & Almada, Albert A. (State Hosp., No. 2, St. Joseph, Mo.) Round-table psychotherapy; a technique in group psychotherapy. *J. consult. Psychol.*, 1950, 14, 421-435.—A specific kind of group therapy is described which has the possibility of reaching a larger number of functionally ill mental patients in state hospitals. The general characteristics and composition of various groups of patients are presented as well as the procedure for conducting group sessions. A detailed transcription of a recording taken of 1 session is included to show what takes place in this sort of therapy. The purpose is to help the patient develop reality testing in a social situation.—N. Glaser.
957. McDonald, Eugene C., Jr. (Veteran's Administration, Washington, D. C.) The masking function of self-revelation in group therapy. *Int. J. Group Psychother.*, 1951, 1, 59-63.—When the patient reveals himself in the group, it may be a means of masking a more fundamental problem. Examples are given in which self-revelation was a mechanism for expressing indirectly or for concealing a more important problem. A danger of self-revelation is that if it is profuse there is a tendency for the therapist to withdraw and let the group carry on. Self-revelation should be analyzed both in regard to content and as a masking mechanism for a neurotic attitude or manipulation.—N. M. Locke.
958. MacKinnon, Donald W. A topological and vector analysis of change through psychotherapy. *Psychol. Serv. Center J.*, 1950, 2, 103-108.—The author sees the patient in need of psychotherapy as one "in need of change or relearning." As possibly the central goal of psychotherapy, implied in Lewin's writings, he sees the "transformation of the patient into a self-responsible member of the group . . . who . . . finds his own will strengthened by his sense of belongingness. . . ."—H. Feifel.
959. Miller, James G. (U. Chicago, Ill.) The implications of psychoanalytic theory for the evaluation of psychotherapy. *Psychol. Serv. Center J.*, 1950, 2, 123-129.—The author discusses seven possible criteria which can be derived from psychoanalytic theory for evaluating therapy: (1) Important

memories and feelings, (2) resolution of conflicts, (3) flexibility of adjustive mechanisms, (4) suitability of ego defense mechanisms, (5) effectiveness of handling anxiety, (6) working through of Oedipus situation, and (7) resolution of transference. One serious difficulty common to these criteria is that no unequivocal evidence exists that psychoanalytic theory is correct. Four types of objective data needed in investigating psychoanalytic theories are discussed.—H. Feifel.

960. Morton, Robert Benjamin. A controlled experiment in psychotherapy based on Rotter's social learning theory of personality. In *Ohio State University, Abstracts of doctoral dissertations . . . 1948-49*. Columbus, O., 1950, No. 60, 225-227.—Abstract of Ph.D. thesis.

961. Mowrer, O. Hobart. (U. Illinois, Urbana.) Implications of a two-factor learning theory. *Psychol. Serv. Center J.*, 1950, 2, 116-122.—The author postulates that there are two different learning processes, problem solving or reward learning, and conditioning or emotional learning. He views the neurotic as a person who continues to have emotions he doesn't want to have "because he continues to engage in behavior which produces consequences which actively reinforce these emotions." The therapist must aim at effecting behavioral changes in the patient which will so alter the patient's relationship with others that such reinforcement will be minimal. The positive transference phase of therapy is looked on as the period where, if the therapist provides a suitable identification-model, the patient begins to acquire new behavior patterns which elicit positive responses from the social environment rather than negative ones.—H. Feifel.

962. Pelzman, Oscar, & Bellsmith, Ethel B. (Central Islip (N. Y.) State Hosp.) A group therapy service in a psychiatric hospital: the place of social service in the program. *Psychiat. Quart. Suppl.*, 1949, 23, 332-344.—The aim of this paper is to describe group therapy service in Central Islip State Hospital. Various types of group meetings and activities in the goals of treatment have been outlined. The integration by the psychiatrist of the social workers and the volunteers in the total program is indicated. The writers feel that group psychotherapy offers unique advantages of reaching therapeutically large numbers of patients who could not be seen so often individually. This enables the psychiatrist to treat the proportionately large group of schizophrenics who represent more than half the patient population of the state hospital.—A. Weider.

963. Powdermaker, Florence B. Psychoanalytic concepts in group psychotherapy. *Int. J. Group Psychother.*, 1951, 1, 16-21.—By virtue of being in a group, certain dynamic forces which do not appear in individual therapy, can be utilized in treatment. A therapy group can function at levels comparable to the latency period or to adolescence. The opportunities for transference are increased. The effect of interpretation or the withholding of interpretation is the same as in individual therapy. It has

been found useful to study each patient before he enters a group to assess the nature and strength of his defenses in relation to those of the group members, and to estimate how threatening or how helpful each proposed member would be.—N. M. Locke.

964. Preston, Mary Jane. (Pilgrim State Hosp., West Brentwood, N. Y.) The organization of a music program, as a rehabilitation measure for the mentally ill. *Psychiat. Quart. Suppl.*, 1950, 24, 119-127.—The author feels that the services of persons highly skilled in music are needed in any treatment effort in hospitals and schools. These music instructors must be oriented as to the possibilities of their contributions to the balanced treatment effort as part of the therapeutic team. She feels that music may be adapted for all patients at either the active or passive level and that all reaction types of patients gain by the application of music in one of its various forms.—A. Weider.

965. Rosenzweig, Saul. (Washington U., St. Louis, Mo.) Frustration tolerance and the Picture-Frustration Study. *Psychol. Serv. Center J.*, 1950, 2, 109-115.—The author states that "from the field of frustration theory the concept of frustration tolerance is the most pertinent for evaluating the effects of therapy." The advantage of frustration tolerance as a concept, in comparison with the Freudian pleasure and reality principles, lies primarily in its readier quantification as a continuous variable. It is postulated that "frustration tolerance should increase with successful psychological treatment and that permanent effects could be evaluated by measuring frustration tolerance before and after therapy." The Picture-Frustration (P-F) Study is discussed as a tool for making this type of assessment.—H. Feifel.

966. Rowley, Julius L. Rumpelstilzkin in the analytical situation. *Int. J. Psycho-Anal.*, 1951, 32, 190-195.—"Clinical material is presented in which occurred the naming of a patient by the analyst. The meaning of this naming to the patient is discussed and linked to the general purpose of psychoanalysis: a making known of the unknown. An attempt is made to understand the mode of discovering the unknown. The technique in this case was further linked to a basic pattern of behaviour of the patient, this very pattern being responded to in a certain way and the effect utilized to discover the patient's conflicts. The possible importance of different ways of handling the demands a patient may make on the analyst is touched upon."—N. H. Pronko.

967. Sargant, William. Indications et mécanisme de l'abreaction et ses relations avec les thérapeutiques de choc. (Indications and mechanism of abreaction and their relations to shock treatments.) *Evolut. psychiat., Paris*, 1950, No. 4, 607-617.—Emotional abreaction seems to be responsible for the successes of shock therapies. When such abreaction is not produced, shock treatments fail. Severe anxiety neuroses and chronic obsessions usually do not respond to shock treatments and at

times not even to psychotherapy. Many hysterics abreact their disturbing emotions in religious or fervent political meetings. The depressives with their strong sense of guilt can not be helped by revival meetings or political passions. However electroshock helps them.—Z. A. Piotrowski.

968. Schultz-Hencke, Harold. *Lehrbuch der analytischen Psychotherapie*. (Textbook of analytic psychotherapy.) Stuttgart: Georg Thieme, 1951, xii, 340 p. DM 27.—In Part I a theory of neurosis is developed in a synthesis of Freudian, Adlerian, and Jungian concepts and with particular reference to last decade's Anglo-American analytic literature. The primary disturbance is early inhibition in the area of one or more of six basic drives. Neurotic behavior patterns, neurotic character structures, and somatic expressions are the sequel of this inhibition. The severity of the basic neurotic disturbance varies and is independent of the severity of the symptomatology as evidenced by the neurotic without symptoms and by spontaneous recovery. Part II details the theoretical and practical aspects of the initial interview and of analytic therapy.—C. T. Bever.

969. Slavson, S. R. (*Jewish Board of Guardians, New York*.) *Current trends in group psychotherapy*. *Int. J. Group Psychother.*, 1951, 1, 7-15.—Recognition is emerging that the treatment procedure as well as the specific disorder under treatment is conditioned by the setting in which it is carried on. Group psychotherapy is evolving an organized body of characteristic knowledge, theory, nomenclature, and practices. This development is a function of two divergencies in approach: dealing with the patient's problems in the setting of the present reality as opposed to the historical perspective and the roots of disorder in infancy and childhood; and placing primary focus of treatment on the group as an entity as opposed to that of individual in the group.—N. M. Locke.

970. Teirich, H. R. *Poliklinische Psychotherapie*. (Psychotherapy in a city clinic.) *Schweiz Z. Psychol. Anwend.*, 1951, 10, 53-62.—Psychotherapy in a clinic differs markedly from that in private practice. In a clinic the specific task is mostly counseling, with some treatment and instruction. A table is given showing the frequencies of cases with certain conditions coming to the clinic in Graz, Austria, during one year. Many of these cases were found to be improved after two or three sessions. French and English summaries. 47 references.—K. F. Muensinger.

971. Tompkins, Harvey J., & Ozarin, Lucy D. (V. A., Washington, D. C.) *Changing concepts of the role of the institutional psychiatrist*. *Psychiat. Quart. Suppl.*, 1950, 24, 23-34.—The authors discuss the difficulties in providing adequate treatment for chronic psychiatric patients. The aim of present therapeutic measures for continued treatment is the strength of the patient's relationship with the environment and to prevent physical and mental deterioration. The modern psychiatric hospital

can provide adequate treatment only by a joint integrated effort of doctors, nursing personnel, psychologists, social workers, rehabilitation service recreation staff and other available personnel.—A. Weider.

972. Torrance, Paul. (*Kansas St. Coll., Manhattan*.) *The principle of Pragnanz as a frame of reference for psychotherapy*. *J. consult. Psychol.*, 1950, 14, 452-457.—Originally developed by Wertheimer as phenomenal simplicity in perception and thought processes, Pragnanz may be a useful concept in therapy. Examples are given of deviations or scatter in test scores and of interview data which show the operation of closure, simple structure, and other Gestalt principles.—N. Glaser.

973. Valentine, Hugh B. *Some results of remedial education in a child guidance center*. *Brit. J. educ. Psychol.*, 1951, 21, 145-149.—Of 149 referrals, 40 children who were 18 or more months retarded in reading or arithmetic were assigned to remedial classes in the appropriate subject. Individual instruction for 2 hours a week was given over periods of 10 months and 8 months respectively. The results reveal an average progress in reading of 3 times as much as expected under ordinary classroom conditions, and in arithmetic of 4 times. Behavior and personality changes were reported in many cases coincidental with academic progress.—R. C. Strassburger.

974. Wender, Louis. (*Pinewood Sanitarium, Katonah, N. Y.*) *Selection of patients for group psychotherapy*. *Int. J. Group Psychother.*, 1951, 1, 55-58.—To describe the types of patient suitable for group psychotherapy is difficult. The selection of patients cannot be delineated in terms of diagnosis. In the author's opinion, all psychoneurotics and borderline mental patients should be admitted to group treatment. Severe psychotics or schizophrenics who live completely in a world of unreality are not suitable for a group. With these exceptions, all patients should be allowed to come to group psychotherapy.—N. M. Locke.

(See also abstracts 928, 979)

CHILD GUIDANCE

975. Ellis, Albert, & Beechley, Robert. (*Diagnostic Center, Menlo Park, N. J.*) *Comparisons of Negro and white children seen at a child guidance clinic*. *Psychiat. Quart. Suppl.*, 1950, 24, 93-101.—71 cases of Negro and 1,000 cases of white child guidance clinic patients were analyzed. "It was found that, on the whole, the Negro children did not differ significantly from the white children in regard to age, sex, intelligence, school work, or physical health. Significant differences were observed, however, between the emotional adjustment of the Negroes and the whites, and the former were found to be more emotionally disturbed, more poorly adjusted to their teachers, and more socially maladjusted than the latter."—A. Weider.

976. Fabian, Abraham A., Crampton, Jessie E., & Holden, Marjorie A. (*Brooklyn (N. Y.) Juvenile*

Guidance Center.) Parallel group treatment of pre-school children and their mothers. *Int. J. Group Psychother.*, 1951, 1, 37-50.—To illustrate the program of parallel group treatment, excerpts from the diagnostic and group meeting protocols of parallel groups of five mothers and their children are given. Therapy for the children begins with ministering to individual physical and emotional needs. As the child becomes secure, friendships are formed among group members and growth is fostered. In mother's groups, discussions go forward, and the worker assuages guilt and anxiety, and relieves tension between group members. Parallel group treatment can be an effective technique.—N. M. Locke.

977. Fontes, Vitor. Estado actual da terapêutica psiquiátrica infantil. (Present status of therapy in child psychiatry.) *An. portug. Psiquiatr.*, 1949, 1(1), 75-81.—Therapeutic procedures employed today in connection with treatment of psychic abnormalities in children are briefly described. Considerably more of a diagnostic and therapeutic nature is being done in connection with the affective disturbances in the child thanks to the work of Freud, Moreno, and Dr. Lowenfeld of London.—F. C. Sumner.

978. Grunwald, Hanna; Headley, Dorothy; Stevens, Rutherford B., & Slavson, S. R. (Community Service Society, New York.) The case of Jean Case. *Int. J. Group Psychother.*, 1951, 1, 64-77.—The first part of a detailed study of the treatment career of a very disturbed Negro girl of thirteen years of age. The group therapist, the case worker, the psychiatrist, and the consultant in group therapy report.—N. M. Locke.

979. Massière, Jacqueline. Die affektive Entwicklung des Kindes und der Milieuwechsel. (The emotional development of the child and change of environment.) *Wien. Z. prakt. Psychol.*, 1949, 1, 93-101.—On the basis of observations of two children during a 15-day sojourn with distant relatives, potential therapeutic effects of environmental change upon mild neurotic symptoms (anxiety, anorexia) are discussed. The working out of certain difficulties by these children is described in detail, and the improvement realized is attributed (1) to the farm environment, presided over by a farmer's wife; (2) to the parent-substitutes chosen by the children; and (3) to the physical and psychical freedom enjoyed.—C. M. Crossman.

980. Pasamanick, Benjamin. (U. Michigan, Ann Arbor.) Anticonvulsant drug therapy of behavior problem children with abnormal electroencephalograms. *A.M.A. Arch. Neurol. Psychiat.*, Chicago, 1951, 65, 752-766.—21 behavior problem boys on a children's psychiatric ward were given for various intervals 1 or more of the following drugs: dilantin, tridione, mesantoin, and phenobarbital. With "minor exceptions" significant improvement in behavior was not noted as opposed to the greater effectiveness of benzedrine. An hypothesis is offered to account for the efficacy of the latter in the treatment of behavior problem children.—L. A. Pennington.

981. Salfeld, D. J. (Rainhill Hosp., Liverpool, Eng.) Notes on psychotherapy of children jointly with their parents. *Z. Kinderpsychiat.*, 1951, 18, 33-46.—In psychological disorders of children the nuclear factor is an attempt, successful or otherwise, to attain or restore a state of adequate integration or to secure its unimpeded progress. The symptoms of the disease are to be, generally, understood as purposive reactions evoked by the threat to integration. This may not necessarily hold for all psychotic disorders, which are to be understood as a breakdown of the ego defences and the flooding of the ego by irresistible unconscious material. It is, however, suspected that the psychoses are no exception, provided the ego is not grossly fragmented.—G. Rubin-Rabson.

(See also abstract 1072)

VOCATIONAL GUIDANCE

982. Greig, A. R. A study of job expectations and preferences of Form III students in Victorian Technical Schools. *Aust. J. Psychol.*, 1950, 2, 80-89.—117 students from a metropolitan technical school were given a battery of tests and interviewed about job expectations and preferences. Of the total sample, 81% had job preferences, but almost one-third had no useful knowledge of their preferred job. For 60% of the cases "there was no relationship between hobby preferences and job preferences." Implications of the results for guidance and social psychology are discussed.—C. H. Ammons.

983. Gustad, John W. (Vanderbilt U., Nashville, Tenn.) Vocational interests and Q-L scores on the A.C.E. *J. appl. Psychol.*, 1951, 35, 164-168.—Two sets of scores were obtained from a group of 217 men college juniors. One consisted of the difference between the Quantitative and Linguistic sub-score percentiles of the A.C.E.; and the other, Strong Vocational Interest Test scores. The Q-L distribution was cut to isolate a dominantly quantitative, a dominantly linguistic, and a nearly equivalent group. Primary patterns on the Strong for these groups were compared to see whether aptitude type was associated with differences in interests. No consistent pattern differences were found, and only one difference between proportions was significant. On the basis of results, it was concluded that the hypothesis that vocational interests are conditioned by differential aptitudes was unsubstantiated by the present study.—W. H. Osterberg.

984. Jacobs, Robert. A brief study of the relationship between scores on the Lee-Thorpe Occupational Interest Inventory and scores on the Kuder Preference Record. *Educ. Rec. Bull.*, 1951, No. 57, 79-85.—This report aims to discover the statistical relationships between the scores of two interest inventories which were used in guidance programs. Both the Kuder Preference Record and the Occupational Interest Inventory were administered to a freshman orientation class of 116 boys. Among the many relationships observed, the negative correlations between Kuder scientific and

mechanical interests and the arts are significant. Personal social scores show positive correlation with persuasive and social service, also business interest with clerical persuasive and computational interests.—G. E. Bird.

985. Rikli, Martin. *Der Film im Dienst der Berufsberatung*. (The film in the service of vocational guidance.) *Scola*, 1949, 4, 915-916.—The occupation of iron molding belongs in Switzerland decidedly to those occupations in which there is scarcity. In one region the presentation of an adequate educational film provided enough replacement.—P. L. Krieger.

986. Stone, G. Harold (*USNR, Great Lakes, Ill.*), & Kriedt, Philip H. Modified directions for Strong Vocational Interest Blank when used with the Hanks Answer Sheet. *J. appl. Psychol.*, 1951, 35, 169-171.—Union and industrial personnel were sent Strong Blanks, and Hanks Answer Sheets, some with, and some without special supplementary instructions. In the "revised directions" groups the percentage of error in completing the tests approximated 5%. In the "standard directions" groups there were 32% errors among the union personnel and 15% errors among the industrial personnel. Data are not available to account for this difference.—W. H. Osterberg.

BEHAVIOR DEVIATIONS

987. Burlingame, C. C. Home-made mental illness. *Psychiat. Quart. Suppl.*, 1950, 24, 102-111.—This is a short address given just prior to the author's death on what psychiatry is and what it is not. Concepts of popular psychiatry which laymen are likely to read in newspapers, magazines, and books concerned with the popular treatment of psychiatry are discussed. The author pleads for more attention and greater efforts extended to the period of childhood and preparation for adulthood and maturity.—A. Weider.

988. Buytendijk, F. J. J. *De la douleur*. (Pain.) Paris: Presses Universitaires de France, 1951. xvi, 159 p. 400 fr.—A translation by A. Reiss from the German (see 23: 4567) with a preface by Maurice Pradines.

989. Cobb, Stanley. (*Harvard Med. Sch., Boston, Mass.*) *Emotions and clinical medicine*. New York: W. W. Norton, 1950. 243 p. \$3.50.—In a series of lectures the author discusses a number of topics in neurology and psychosomatic illnesses with the common point of view of the significance of emotion. Emotion is defined as a complex phenomenon with physiological, psychological and social aspects which interact.—J. Brožek.

990. Delgado, Honorio. *La psiquiatría en los últimos cincuenta años*. (Psychiatry in the last 50 years.) *Rev. Neuro-Psiquiat., Lima*, 1949, 12, 3-19.—The history of psychiatry for the past 150 years is reviewed briefly under the following headings: (1) mental diseases and the brain; (2) description and classification of mental ailments; (3)

causes of mental disorders; (4) assistance, treatment, and prophylaxis of nervous and mental disorders.—F. C. Sumner.

991. Ellenberger, H. *La psychiatrie suisse*. (Swiss psychiatry.) *Evolut. psychiat., Paris*, 1951, No. 2, 321-354.—This historical review begins with brief summaries of the scientific accomplishments of the leaders of Swiss psychiatry, including Rorschach. These are followed by a detailed description of the Swiss mental hospital system. The training of physicians and nurses, the administration, and the changing scientific interests, are presented with many details.—Z. A. Piotrowski.

992. Kallman, Franz J. (*Columbia U., New York*). Twin studies in relation to adjustment problems in man. *Trans. N. Y. Acad. Sci.*, 1951, 13, 270-275.—A "twin-family" method of studying 1 and 2 egg twins along with their siblings, including a total of 5108 twin families, reveals 1 egg twins more similar in the following: age at death (240 cases), homosexuality (40 cases), schizophrenia, manic-depressive psychosis, and involutional psychosis.—J. Bucklew.

993. La Barre, Weston. *Pediatrics, paranoia, and peace*. *Amer. Imago*, 1951, 8, 89-105.—The author replies to a recent criticism by J. C. Moloney, (see 25: 7344), by reprinting from his own articles two quotations of more extended and continuous context than the one upon which Moloney based his objections.—W. A. Varvel.

994. Lewis, Nolan D. C. (*New York State Psychiatric Inst., 722 W. 168th St., 23.*) *A report on research at the Psychiatric Institute 1949*. *Psychiat. Quart. Suppl.*, 1950, 24, 128-147.—This paper reports the program of investigation at the New York State Psychiatric Institute during 1949, including activities in biochemistry, internal medicine, bacteriology, neuropathology, medical genetics, psychology, research psychiatry, and social service.—A. Weider.

995. Oberndorf, C. P. *Psychopathology of work*. *Bull. Menninger Clin.*, 1951, 15, 77-84.—"Persons who constantly regard work as something difficult and unpleasant are those who have not emerged from the necessity of immediate reward and who are reluctant to assume responsibility (self-support) inherent in maturity. The protraction of infantile pleasure or the necessity for its denial as one matures determines the overinvestment or underinvestment of libido in work. This interrelationship is a close and continuous one and it seems futile to attempt to distinguish whether such libido is predominantly sexual or ego."—W. A. Varvel.

996. Strecker, Edward A. *Their mothers' sons; the psychiatrist examines an American problem*. (Rev. ed.) Philadelphia: J. B. Lippincott, 1951. 237 p. \$3.50.—This edition (see 21: 796) includes a new chapter, "Out of swaddling clothes," which deals with Russian children and their characteristics.—A. J. Sprow.

997. Terhune, William B. *The integration of psychiatry and medicine: an orientation for phys-*

ciana. New York: Grune & Stratton, 1951. xii, 177 p. \$2.75.—These lectures addressed to non-psychiatric physicians include topics as: psychodynamics, psychotherapy in general practice, physiologic treatment methods, psychosomatic medicine and history taking, mental hygiene, and ideals of medical practice. It is emphasized that "both the physical state and the psychic reactions of the patient must be studied and treated. . . . Medicine one day will explain the organic nature of psychodynamics, minimizing neither physiologic nor psychologic aspects."—C. T. Bever.

MENTAL DEFICIENCY

998. Maddox, H. (U. Melbourne, Australia.) **Backward children—a review.** *Aust. J. Psychol.*, 1950, 2, 1-18.—A "review was made after a search of Psychological Abstracts published during the last ten years. It makes no claim to be comprehensive; references to journal articles which are not generally available in Australia have been omitted." 113-item bibliography.—R. B. Ammons.

999. Zaragoza, José. **Los índices de la oligofrenia en Valencia: su asistencia.** (Indices of mental deficiency in Valencia: its assistance.) *Rev. Psicol. Pedag. apl., Valencia*, 1950, 1(1), 49-64.—After briefly discussing the historical development of the theories on mental deficiency, the author examines the modern conception of the problem. The Stanford Revision (1917) was administered to 3152 school children in Valencia. It was determined that 2.81 per cent of the sampling had an IQ under 60. A few considerations are offered regarding the problem of assistance in cases of mental deficiency.—E. Sánchez-Hidalgo.

(See also abstracts 667, 995)

BEHAVIOR PROBLEMS

1000. Aubin, H. **Conduites de refus et psychothérapie.** (Forms of denial and psychotherapy.) *Evolut. psychiat., Paris*, 1950, No. 4, 565-589.—A review of various forms of denial of illness, of past transgressions, of dangerous situations, of amputations, etc., occurring in the child, in the normal adult, in so-called primitives, and in mental patients. Some denials of real events are wholesome when they facilitate personality integration but some are dangerous when they contribute to a greater maladjustment to life. In any case, denial of something that really did happen is an attempt to weaken the effect of a disturbing factor (by denying its presence if other and better defense mechanisms are not available at the time) and to maintain homeostasis.—Z. A. Piotrowski.

1001. Engel, George L. (U. Rochester, N. Y.) **Fainting; physiological and psychological considerations.** Springfield, Ill.: C. C. Thomas, 1950. xii, 141 p. \$2.75.—The most common cause of fainting is fall in arterial blood pressure, of which the most common type is vasodepressor syncope. A more chronic circulatory disturbance is orthostatic hypotension induced by erect posture. Cardiac standstill

is a further common cause of fainting but is readily treated. Cerebral vascular and metabolic disorders are less frequent causes of fainting. The long neglected hysterical syncope is distinguished from vasodepressor fainting by the lack of anxiety because the symbolic significance of fainting is unknown by the patient. Other chapters deal with cardiac disease, hyperventilation, effects of air travel, sudden death, and the incidence and diagnosis of syncope. 99 references.—C. E. Henry.

1002. Evrard, E. (11, rue Fabry, Liège, Belgium.), & Loret, L. **A propos d'un psychopathe mystico-érotique; étude clinique et psychogramme de Rorschach.** (Concerning a mystico-erotic psychopath; a clinical study and Rorschach psychogram.) *Acta neurol. psychiat. Belg.*, 1950, 50, 102-109.—The subject, a man of 39 was a pedophilic homosexual psychopath with conspicuous streak of spermatophilia blended with mystico-erotic notions. Rorschach test revealed him a man of mediocre intelligence, egocentric, devoid of practical sense, dabbler, with relish for contradiction and for fleeing work, lacking in assurance, with tendency to idealize his sexual appetites, paranoid, extratensive. Clinical study and Rorschach findings show a remarkable accord in this case.—F. C. Sumner.

1003. Fouquet, Pierre. **Réflexions cliniques et thérapeutiques sur l'alcoolisme.** (Clinical and therapeutic comments on alcoholism.) *Evolution psychiat., Paris*, 1951, No. 2, 231-262.—The comments are based on experience gained during the treatment of about 300 alcoholics during three years. The author emphasizes that the psychodynamic differences among alcoholics are so very great that the statistics on alcoholics appear to him to be of most limited value. The explanation of alcoholism is offered in terms of the psychoanalytic oral frustration: the patient desires to be dependent and at the same time struggles against dependency. There are few alcoholic women. The woman who accepts her sex occupies normally a dependent position in vital matters and therefore oral frustration does not create such a great conflict in her as in man.—Z. A. Piotrowski.

1004. Lewinsky, Hilde. **Pathological generosity.** *Int. J. Psycho-Anal.*, 1951, 32, 185-189.—"Giving as concerned in Pathological Generosity has its roots in oral and anal fixations. It is due to an acknowledgement that the direct satisfaction of the greed for love, for a penis, etc., cannot be attained through the sadistic approach. Owing to an incapacity of facing the hopelessness of the desires, the illusion of ultimate reciprocity is introduced. The patients used generosity unconsciously as a technique comparable to homeopathic magic. There were indications that they attempted satisfaction of infantile curiosity by identification with their present."—N. H. Pronko.

1005. Maxwell, Milton A. (State Coll., Wash., Pullman.) **Interpersonal factors in the genesis and treatment of alcohol addiction.** *Soc. Forces*, 1951, 29, 443-448.—"This paper has presented the

personality changes recorded by 150 Alcoholics Anonymous members." The findings are interpreted as supporting the interpersonal theory of the genesis of neuroses.—B. R. Fisher.

1006. Pettit, Manson B. (*St. Elizabeths Hosp., Washington, D. C.*) Socio-economic aspects of alcoholism. *Quart. Rev. Psychiat. Neurol.*, 1950, 5, 265-271.—While consumption of alcoholic beverages has been socially accepted since primitive times individual drunkenness was never encouraged nor was it, in early days, a severe problem. Following development of distillation techniques with the resulting high alcohol content abuses increased proportionately. Abstinence and temperance are not synonymous, and American attitudes toward these have gone through several cycles. Future controls are suggested by the fact that 19% of the country was dry by local option in 1948. Alcoholism is higher among urban, higher income and better educated groups.—C. E. Henry.

1007. Szasz, Thomas S. Oral mechanisms in constipation and diarrhoea. *Int. J. Psycho-Anal.*, 1951, 32, 196-203.—A case of anorexic-bulimic eating disturbance was found to show a relationship to constipation. A theory is proposed to the effect that colonic dysfunctions do not express any primary psychological meaning but are rather "manifestations of a vegetative (organ) neurosis, i.e. as the remote physiological sequelae of oral tensions."—N. H. Pronko.

1008. Tramer, M. Sekundärer Ödipuskomplex. (Secondary Oedipus complex.) *Z. Kinderpsychiat.*, 1951, 18, 48-50.—A twelve year old boy leaves a list of reasons why he hates his mother. The writer traces the narcissistic mother's jealousy of the boy's love for his father, her deliberate estrangement of both of them from the father, and retransfer of the son's love to her, but with his ultimate marriage.—G. Rubin-Rabson.

1009. Van der Horst, L. Agressivité et délire. (Aggressiveness and delusion.) *Evolut. psychiat.*, Paris, 1950, No. 4, 591-605.—When an adult, conscious of his individuality, faces another person and can not find an adequate response to this new challenge a desire to break with the established order develops. The feeling of solitude and of being forsaken originates in such a social situation and creates an antagonism between being himself and being a member of the community. This leads to aggressiveness which characteristically expresses itself in thoughts or in planning, rather than in overt motor acts. Aggressiveness is not an instinct but an attitude. It is not necessary to follow Freud's fatalism and consider aggressiveness as an inextinguishable instinct. Similarly delusions, misrecognitions of reality, develop when the patient can not face the challenge presented by meeting others in social situations. As the capacity to meet challenges decreases with age, aggressiveness and delusions tend to increase.—Z. A. Piotrowski.

1010. Vexliard, Alexandre. Le clochard, les phases de la desocialisation. (The beggar, the

stages of dissocialization.) *Evolut. psychiat.*, Paris, 1950, No. 4, 619-639.—The dissocialization of the adult, such as it occurs in the case of vagrants, can be conceived as a process which is the reverse of the education of the child. The four stages of this process are: the loosening of social ties with some attempts to restore the closer ties of the past; becoming clearly conscious of the change which has taken place and of the conflicts which dissocialization has created; resolving of this conflict through regression and by developing the habit of receiving from others without feeling obliged to give anything in return; rationalizing the motives for dissocialization and vagrancy, and looking upon the new way of life as a positive and desirable value.—Z. A. Piotrowski.

1011. Vexliard, Alexandre. Les clochards (II); le 'seuil' de résistance à la desocialisation. (The beggars (II); the threshold of resistance to dissocialization.) *Evolut. psychiat.*, Paris, 1951, No. 1, 133-150.—The beggar can be defined as a man without needs, living in a world without values. He is free of conflicts because he has ceased trying to adjust to society. Having no goals, he does not think of the future. He does not cling to anything. His inner promptings are very weak. He responds rather to superficial environmental stimuli. The author keeps his discussion on a psychologically descriptive level. No attempt is made to compare the vagrants to groups of neuropsychiatric patients, or to explain their dissocialization in terms of a possible neuropsychiatric disease or in social terms.—Z. A. Piotrowski.

1012. Williams, Roger J. (*U. Texas, Austin.*) Nutrition and alcoholism. Norman: Univ. of Oklahoma Press, 1951. x, 82 p. \$2.00.—The principle thesis of this non-technical volume is that excessive craving for alcohol has a physiological basis in nutritional deficiency and can be overcome by a proper supply of nutrients. Controlled experimental work was carried out on animals. Mild nutritional deficiencies induced alcohol consumption in rats; correction of the deficiencies reduced the alcohol consumption, the more complex mixtures being more effective in a greater number of the animals. Systematic clinical evaluation of the treatment remains to be carried out.—J. Brožek.

(See also abstract 780)

SPEECH DISORDERS

1013. Fiedler, Fred E., & Wepman, Joseph M. (*U. Chicago, Ill.*) An exploratory investigation of the self-concept of stutterers. *J. Speech Hearing Disorders*, 1951, 16, 110-114.—10 adult male stutterers were compared with 6 non-stutterers by means of the Q-technic. On 76 statements descriptive of personality traits, stutterers, self-concepts in this study showed no characteristic differences from those of the non-stutterers.—M. F. Palmer.

1014. Majluf, Emilio. La prueba de Rorschach en la afasia; a propósito de un caso de tumor temporal quístico, extirpado y curado. (The Ror-

schach test in aphasia; concerning a case of temporal cystic tumor, extirpated and cured.) *Rev. Neuro-Psiquiat., Lima*, 1949, 12, 56-74.—Reported are the results of Rorschach test administered pre- and post-operatively to a woman suffering from aphasia connected with a left temporal cystic tumor. Rorschach psychograms in aphasics are seen of value (1) from a practical standpoint in affording a profound knowledge of the patient with a view to re-education, and (2) from a theoretical standpoint in throwing new light on phenomena of speech and its disturbances.—F. C. Sumner.

1015. Palmer, Martin F. (Institute of Logopedics, Wichita, Kans.) Cerebral palsy professional training activities in this country. *J. Speech Hearing Disorders*, 1951, 16, 157-158.—Only a few professional training schools in the field of speech disorders are offering separate academic material in the speech disorders of cerebral palsy. A number of other professional training institutions offer incidental lecture material.—M. F. Palmer.

1016. Pronovost, Wilbert. (Boston U., Mass.) A survey of services for the speech and hearing handicapped in New England. *J. Speech Hearing Disorders*, 1951, 16, 148-156.—7.8% of 87,288 individuals tested were handicapped in speech in the New England area. The number of individuals receiving remedial services was about 2% of the estimated number of individuals with speech and hearing handicaps in New England.—M. F. Palmer.

1017. Westlake, Harold. (Northwestern U., Evanston, Ill.) Muscle training for cerebral palsied speech cases. *J. Speech Hearing Disorders*, 1951, 16, 103-109.—Careful attention should be given to the use of motor training in speech therapy in cerebral palsied cases. A detailed scrutiny of muscle activity and patterns of movement frequently reveals remediable defects which interfere with speaking efficiency. Systematic evaluation and muscle training technics offer a great deal to the speech therapist.—M. F. Palmer.

CRIME & DELINQUENCY

1018. Beeche, Héctor. Servicio social criminológico; el informe biográfico o síntesis biotipológica (Criminological social service; a biographical report and biotypical synthesis.) *Criminalia, Méx.*, 1949, 15, 164-175; 186-219; 285-307.—Former articles (see 23: 5642) established the need to study the delinquent personality in order to determine adequate means of punishment, as well as proper treatment during imprisonment, and preparation for his return to society. The author shows the usefulness of biographic reports to predict the dangerousness and the future behavior of a delinquent. In the stage of trial it will give the judge an integral knowledge of the criminal. During confinement it serves as *diagnosticon*, also as basis for therapy, with modification if necessary, and finally as plan for action after release.—J. H. Bunzel.

1019. Caron, Marcel. De quelques aspects et problèmes medico-legaux de la delinquance sex-

uelle. (Some medical legal problems and aspects of sexual delinquency.) *Evolut. psychiat., Paris*, 1951, No. 2, 193-214.—The author describes and classifies a variety of sexual crimes, basing his observations on a study of 102 cases. He brings up the difficult problem of determining whether the delinquent was or was not responsible for his crime. He points out that usually the complete motivation for the crime cannot be explained or understood. This incomprehensible part of the criminal's personality is considered to be the underlying "pathological character."—Z. A. Piotrowski.

1020. Clark, Jerry H.; & Moore, James H. The relationship of Wechsler-Bellevue patterns to psychiatric diagnoses of Army and Air Force prisoners. *J. consult. Psychol.*, 1950, 14, 493-495.—The subtest patterns of 3 groups of military prisoners classified respectively as: (1) without neuropsychiatric disorder; (2) immature reactions; (3) pathological personality types, were compared. Similar deviation profiles were found in each group, the common denominator being their lower scores on the verbal subtests and higher ones on the performance subtests.—N. Glaser.

1021. Clark, Robert E. (Pennsylvania State Coll., State College.) Size of parole community, as related to parole outcome. *Amer. J. Sociol.*, 1951, 57, 43-47.—A study of 9,444 prisoners paroled from the Menard and Joliet branches of the Illinois State Penitentiary indicates that those who were paroled to a community of the same size as the one from which they came had a lower parole violation rate than did those who were paroled to one of a different size. The explanation is based on the assumption that it is easier to adjust on parole in a familiar environment than in an unfamiliar environment.—D. L. Glick.

1022. Cressey, Donald R. (U. California, Los Angeles.) Criminological research and the definition of crimes. *Amer. J. Sociol.*, 1951, 56, 546-551.—While the concept "crime" must be restricted to behavior which is so defined by the criminal law, assumptions of proper scientific methodology make it necessary to define rigorously the phenomena under investigation in criminology. Owing to lack of causal homogeneity within the general category "crime" and within the legal categories designating specific crimes, these two propositions present an apparent contradiction. The contradiction can in part be resolved by definition of homogeneous units within these categories, but for complete resolution definitions of homogeneous units must transcend legal categories.—D. L. Glick.

1023. González-Bustamante, Juan José. La problemática de la culpa y la sociedad. (The problem of guilt and society.) *Rev. mex. Sociol.*, 1950, 12, 351-369.—A critical review is made of the different theories on the problem of penal guilt and of the judicial codes formulated to cope with delinquent behavior, since ancient times up to the present.—E. Sánchez-Hidalgo.

1024. Hjelt, Ester. Zur Psychohygiene der Delinquenz. (Psychohygiene of delinquency.) *Z. Kinderpsychiat.*, 1951, 18, 46-48.—Young law-breakers are rehabilitated through vocational training, psychological tests, personal and interested attention through school, and follow-up after graduation.—G. Rubin-Rabson.

1025. Lavallo Urbina, Maria. Delincuencia infantil. (Juvenile delinquency.) *Criminalia, Méx.*, 1949, 15, 134-146.—The author discusses the causes of juvenile delinquency which she divides into individual or personal, and external or social. The significance of such factors as heredity, physical pathology and childhood environment, particularly the family, and social conditions in Mexico are considered.—J. H. Bunzel.

1026. Lejins, Peter. (U. Maryland, College Park.) Pragmatic etiology of delinquent behavior. *Soc. Forces*, 1951, 29, 317-321.—Information on the subject of "the causes of delinquency and crime is presently in a state of utter confusion." It has no structure as a scientific discipline. This has occurred because most students of the subject have not used a scientific concept of cause, have not stated their hypotheses clearly, nor carried out their research "within a clearly established frame of reference." The pragmatic theory of causation suggests that the criminologist select from the "total situation" which preceded the criminal event "those elements of the entire antecedent situation which are most manipulable" and consider them as "causes".—B. R. Fisher.

1027. Rose, D. E. Social factors in delinquency. *Aust. J. Psychol.*, 1949, 1, 1-10.—A brief discussion of "factors commonly found to have significant relationships with the occurrence of delinquency, using juveniles and army personnel as examples" is presented and related to the "general background of social customs and beliefs against which these factors operate." It is concluded that there should be a "more rational social code, in which inconsistencies were eliminated and which was reduced to those points which could be enforced by legal sanctions. Then this code should be thoroughly taught to each child in home, school, and church, until compliance becomes automatic."—C. H. Ammons.

1028. Schnur, Alfred C. (U. Mississippi, University.) The validity of parole selection. *Soc. Forces*, 1951, 29, 322-328.—Brief report of a study of recidivism prediction techniques used by the Wisconsin Parole Board and various social scientists, validated against behavior of paroled inmates of the Wisconsin State Prison (1762 in number). Very few of the "predicting" variables were found to perform this function. "This does not mean that the problem of predicting recidivism should be abandoned. It simply means that a satisfactory and meaningful basis has not yet been developed."—B. R. Fisher.

1029. Stumpff, Friedrich. Kriminal-psychologische Probleme. (Problems in criminal psychology.) *Wien. Z. prakt. Psychol.*, 1949, 1, 20-27.—It is no longer possible to believe in a simple relation be-

tween criminality and either body-build or psychiatric syndrome. The basic problem of criminal psychology is now, "To what extent can a man be predisposed to the path of crime through a peculiarity or abnormality of personality?" In answering this question, the primary requisite is an understanding of personality structure built upon depth psychology, characterology, general psychology, and the psychiatric study of personality. Most important, this understanding of personality must include knowledge of the ways in which personality develops and changes in time.—C. M. Crossman.

(See also abstracts 758, 833, 1159)

PSYCHOSES

1030. Albee, George W. (U. Pittsburgh, Pa.) Patterns of aggression in psychopathology. *J. consult. Psychol.* 1950, 14, 465-468.—The accident and injury records of 152 hospitalized patients were analyzed for type of aggression. Most patients were either extra- or intropunitive; only 13% could be classified in terms of both kinds of aggression. A chi square test, significant at the .001 level indicates that, "aggression is primarily extrapunitive in schizophrenia and primarily intropunitive in other forms of behavior disorders."—N. Glaser.

1031. Anderson, John M. (Topeka State Hosp., Kans.) Work as treatment; new program at Topeka State Hospital. *Menninger Quart.*, 1951, 5, 12-17.—Productive work can be beneficial if properly used as a therapeutic tool. As a first step in developing an intensive program of therapeutic work, the Topeka State Hospital has prepared a manual describing each job in the hospital available to patients. It is designed to help the hospital psychiatrists choose work assignments for patients on an individual basis.—W. A. Varvel.

1032. Andriola, Joseph. (Patton State Hosp., Calif.) Paranoid states and hospitalized teachers; preliminary report. *Psychiat. Quart. Suppl.*, 1950, 24, 89-92.—This study was concerned with the hypothesis that, of the teachers who are in-patients in Patton State Hospital, more are likely to be suffering from paranoid states than from other types of mental disorders. Of the 101 patients studied 59 were teachers. 22 teachers were diagnosed as suffering from paranoid states, whereas 11 of the 42 patients in all other professional groups were so diagnosed. Although the ratio of teachers with paranoid states exceeded other groups by 11%, this does not appear to be great enough to validate the hypothesis set forth at the beginning of the study.—A. Weider.

1033. Arnow, Aron J. (Menninger School of Psychiatry, Topeka, Kan.) The influence of an intense transference on a schizophrenic patient. *Bull. Menninger Clin.*, 1951, 15, 100-106.—Even in the so-called "chronic wards" of the large state hospitals, there are patients who, in spite of long hospitalization and an almost complete withdrawal from other human beings, are still responsive and able to de-

velop an intense relationship to a therapist. One such case is reported which illustrates vividly the schizophrenic struggle with homosexuality, the belief in oral impregnation, and the role of transference in psychotherapy.—W. A. Varvel.

1034. Eissler, K. R. Remarks on the psychoanalysis of schizophrenia. *Int. J. Psycho-Anal.*, 1951, 32, 139-156.—Observations made concerning the therapeutic possibilities during the acute phase of schizophrenia indicate that a maximum mobilization of the patient's responsiveness may be secured through a maximum supply of affection through whatever channels may be still open.—N. H. Pronko.

1035. Ey, Henri; Burguet, J., & Neuveglise, D. Une schizophrène, le cas Henriette T. (A schizophrenic, the case of Henriette T.) *Evolut. psychiat.*, Paris, 1951, No. 1, 89-99.—The psychosis of this 42 years old catatonic schizophrenic began when she was about 18. After years of a disturbed and acute phase the patient settled into a chronic catatonic condition. This change in the personality structure is well documented (among others by the patient's poems, other verbal productions, and general behavior). It is pointed out that only after the acute phase had ended could and did the characteristic schizophrenic personality develop. In recent years the patient could manipulate reality actively solely in her imagination.—Z. A. Piotrowski.

1036. Ferdière, Gaston. Le dessinateur schizophrène. (The schizophrenic artist.) *Evolut. psychiat.*, Paris, 1951, No. 2, 215-230.—General remarks intended to convey the notion that drawings of schizophrenics disclose not some specific and isolated symptoms but the entire morbid personality of the patient. The drawings of schizophrenics have characteristics which pertain to the whole psychopathological configuration of the patients. No non-psychotic expresses his inner thoughts, conflicts and feelings so completely in his drawings as does the schizophrenic.—Z. A. Piotrowski.

1037. Fernandes, Barahona; Polonio, P., & Gomes, Sousa. Estudos clínicos e psicológicos sobre a leucotomia. (Clinical and psychological studies in connection with leucotomy.) *An. portug. Psiquiatr.*, 1949, 1, 82-114.—Intelligence and personality test performances before and after leucotomy on 100 patients (71% chronic schizophrenics) were analyzed. Intelligence test scores improved in about $\frac{1}{3}$, fell in $\frac{1}{3}$ and showed no change in the remainder. Personality scores indicated better contact, more extroversion, and better accommodation to reality.—F. C. Sumner.

1038. Fidler, Jay W., Jr. The concept of levels in group therapy with psychotics. *Int. J. Group Psychother.*, 1951, 1, 51-54.—It is the development and understanding of the group situation and its multiple interpersonal attitudes which contribute to the deeper levels of therapy. The deeper layers of the personality can be reached only when the initial anxieties and hostilities are adequately handled. By virtue of interpatient identifications and an increased number of interpersonal situations, with

group therapy it is possible to reach deeper layers than other therapies will allow. The full development of the deepest patterns of reaction are not prone to occur as they may in the individual therapies.—N. M. Locke.

1039. Hall, K. R. L. The testing of abstraction, with special reference to impairment in schizophrenia. *Brit. J. med. Psychol.*, 1951, 24, 118-131.—A set of tests of abstraction devised by the author is described. Results of application of the tests to university and non-university normals, acute and chronic schizophrenics, and to organics are provided. Quantitative and qualitative findings are reported. Some before and after treatment results are given. The results are found to be consonant with other findings from similar groups of subjects using similar tests.—C. L. Winder.

1040. Igersheimer, Walter W., & Stevenson, James A. F. Effect of electroshock on the blood pressure in psychotic patients. *A.M.A. Arch. Neurol. Psychiat.*, Chicago, 1951, 65, 741-751.—8 psychotic subjects (involuntal, manic depressive, and schizophrenic diagnoses represented) are studied. Findings show that immediately after convulsion there occurs a sharp systolic hypertension and a diastolic lability, both returning to preshock levels in 10 to 20 minutes. The mean daily basal blood pressure, however, remains hypotensive until after from 6 to 10 shocks thereafter gradually returning to preshock levels. It is reported that the patients with different diagnoses "seem to have similar blood pressure responses."—L. A. Pennington.

1041. Malzberg, Benjamin. (New York State Dept. Ment. Hygiene, Albany.) Mortality from cancer among patients with mental disease in the New York civil state hospitals. *Psychiat. Quart. Suppl.*, 1950, 24, 73-79.—From October 1, 1945 to September 30, 1948, there were 389 deaths from cancer among male patients in the New York civil state hospitals. The average annual death rate was 334.2 per 100,000 population. There were 555 deaths among the female patients, with a corresponding average annual death rate of 404.6. When contrasted on a comparable age basis, the male patients had a standardized death rate from cancer of 182.4; the general male population had a death rate of 216.4. The female patients had a standardized death rate of 225.0, compared with 201.7 for the general female population.—A. Weider.

1042. Noble, Douglas. Hysterical manifestations in schizophrenic illness. *Psychiatry*, 1951, 14, 153-160.—Case histories and general observations are reported on six patients who showed borderline states in which hysterical and schizophrenic symptoms were predominant. It is suggested that there is a continuum of conditions ranging from frank hysteria to a disorganizing schizophrenic process. The main element in each of these disorders is a conflict due to the kind of early relationship that obtained between the patient and mother.—N. H. Pronko.

1043. Picard, Jean, & Le Gallais, Pierre. *L'épreuve procainique dans les syndromes psychosensoriels.* (The effect of procain upon psychosensory phenomena.) *Evolut. psychiat., Paris*, 1951, No. 1, 101-131.—Experiments with 10 elderly psychotics with organic cerebral disorders are briefly presented. It is tentatively concluded that procain removes those psychosensory disturbances (auditory hallucinations) which are characterized by little intellectual elaboration which occur with few and weak delusions.—Z. A. Piotrowski.

1044. Scheffen, Albert E. (Worcester (Mass.) State Hosp.) Malignant tumors in the institutionalized psychotic population. *A. M. A. Arch. Neurol. Psychiat., Chicago*, 1951, 66, 145-155.—Study of the records of all patients dying at Worcester Hospital between 1928 and 1942 from cancer are analyzed to determine the incidence of this condition. Selected results indicate that (1) cancer has greater incidence among patients diagnosed "senile psychoses" and related conditions than among comparable age groups in the state's population; (2) malignant tumors are of low incidence in the affective psychoses; (3) the incidence of carcinoma is "abnormally high" in paranoid schizophrenia and paranoid conditions, "less frequent" in catatonia, hebephrenia, and the schizo-affective types of schizophrenia.—L. A. Pennington.

1045. Schwartz, Charlotte Green; Schwartz, Morris S., & Stanton, Alfred H. A study of need-fulfillment on a mental hospital ward. *Psychiatry*, 1951, 14, 223-242.—The hypothesis was studied that "the fulfillment of requests in the setting of a disturbed ward is related to the clarity of the request and the insistence and persevering of the patient." Data consisted of verbal and nonverbal requests and responses to them by the ward personnel. These were recorded during a series of observations on the ward. Active, intermediate and withdrawn patients showed differences in the rate of request, classes of requests, response to, and fulfillment and nonfulfillment of requests. Implications of these findings are discussed.—N. H. Pronko.

1046. Simon, Werner, & Garvey, James T. (VA Hosp. Minneapolis, Minn.) Glucose tolerance in chronic schizophrenia and senile states. *A. M. A. Arch. Neurol. Psychiat., Chicago*, 1951, 65, 717-723.—Reduction in the tolerance to ingested sugar, commonly found in "all phases" of mental disease has been attributed by some to the age factor. To check upon this the Exton-Rose method is applied to 28 chronic schizophrenics hospitalized from 15 to 25 years and to 10 senile psychotics. Results indicate the blood sugar is more labile and disturbed in the senile group. It is concluded that "this biochemical disturbance is related not only to stress, tension and anxiety, but also to the aging process."—L. A. Pennington.

1047. Sivadon, P.; Follin, S.; & Koechlin, P. Etude clinique d'un cas de schizophrénie délirante. (A clinical study of a case of schizophrenia with bizarre ideas.) *Evolut. psychiat., Paris*, 1951, No. 2,

299-312.—The case of a 36 year old male schizophrenic whose psychosis began at 21. He gradually improved for a year during his hospitalization at the age of 36. He then had a sudden and severe catatonic relapse in which he was inaccessible. Before the last breakdown he had written poetry (some examples of which are given) and had made drawings. Three of his drawings are reproduced; they are quite unusual.—Z. A. Piotrowski.

1048. Waelder, Robert. The structure of paranoid ideas: a critical survey of various theories. *Int. J. Psychol.-Anal.*, 1951, 32, 167-177.—The inaccessibility of paranoias to any kind of influence is a feature which a variety of theories of paranoia do not consider. The author suggests a late hypothesis of Freud's that "the adherence to a delusional idea is due to its intrinsic, though distorted, content of truth." Its significance to normality, neurosis and psychopathy is discussed.—N. H. Pronko.

1049. Wexler, Milton. (Menninger Foundation, Topeka, Kans.) The structural problem of schizophrenia: therapeutic implications. *Int. J. Psychol.-Anal.*, 1951, 32, 157-166.—Psychoanalytic differences in the theory of schizophrenia and their implications are discussed in relation to therapy. A reexamination of the clinical data is invited in the light of the structural conflict in schizophrenia.—N. H. Pronko.

(See also abstracts 756, 922, 923, 926, 933, 954, 962, 971, 974)

PSYCHONEUROSES

1050. Miles, Henry H. W., Barrabee, Edna L., & Finesinger, Jacob E. Problem of evaluation of psychotherapy. A follow-up study of sixty-two cases of anxiety neurosis. *A. M. A. Arch. Neurol. Psychiat., Chicago*, 1951, 66, 234-236.—Abstract.

(See also abstract 1042)

PSYCHOSOMATICS

1051. Grace, William J., Wolf, Stewart, & Wolff, Harold G. (Cornell U. Med. Coll., New York.) The human colon. New York: Paul B. Hoeber, 1951. 239 p. \$7.50.—The focus of this intensive psychosomatic investigation, aimed at the elucidation of colonic disorders and disease in relation to man's adaptive reactions, is a direct examination of the general appearance as well as the physical and chemical reactions of exposed segments of the colon in four subjects with colonic fistulae. "Overwhelming life situations provocative of abject fear and dejection were associated with hypofunction of most of the large intestine. . . . Life situations provocative of conflict with feelings of anger, resentment, and hostility or of anxiety and apprehension were found to be associated with hyperfunction of the colon."—J. Brožek.

1052. Harris, Daniel H. (Saranac Lake (N. Y.) Study & Craft Guild.) Social and psychological factors in the rehabilitation of the tuberculous. In Guetschow, H., *Groups, leadership and men*, (see 26:

803), 234-244.—Three hundred tuberculous patients are being intensively studied and followed for a 7 year period after discharge from a sanatorium. Tests used are the Wechsler-Bellevue, the Rorschach, the M.M.P.I., the TAT, the Cornell Index, The Study of Values, the Kuder and 3 unstandardized personality tests. Interviews, rating scales and check lists are utilized. Results to date on a group of 23 survivors matched with 23 non-survivors indicates various differences do exist between these groups. 10 references.—*I. Lazar.*

CLINICAL NEUROLOGY

1053. Alizon, J., & Klein, F. *Essai d'analyse des facteurs d'édification de la personnalité et de détermination des conduites.* (An attempt to analyze the upbuilding of the personality and the determination of behavior.) *Evolut. psychiat., Paris*, 1951, No. 2, 273-297.—A study of the case of a 21 year old man admitted to the hospital with a diagnosis of post-traumatic epilepsy with frequent outbursts of anger and impulsiveness. The development of his personality and his conduct are explained psychoanalytically in terms of the inter-relationships existing in his family during his childhood. It is a case of rather extreme emotional starvation with gross physical abuse on the part of the mother and the stepfather.—*Z. A. Piotrowski.*

1054. Courville, Cyril B. (*Coll. Med. Evangelists, Los Angeles, Calif.*) *Epilepsy in mythology, legend, and folk tale.* *Bull. Los Angeles neurol. Soc.*, 1951, 16, 213-224.—A brief review of the various ways early peoples have endeavored to account for seizures.—*L. A. Pennington.*

1055. Evans, Joseph P. (*U. Cincinnati (O.) Coll. Med.*) *Acute head injury.* Springfield, Ill.: Chas. C. Thomas, 1950. v, 116 p. \$2.25.—This book is addressed to the neurosurgeon, who usually has the first responsibility in cases of head injury. Brief chapters deal with the treatment of scalp injuries and skull fracture. Meningeal hemorrhage, above or below the dura, results in a space consuming lesion that requires surgical intervention. The final chapter on cerebral trauma gives a long classification of injuries and special attention to the role of acceleration in concussion. Diagnostic and therapeutic techniques are detailed. Rehabilitation is mentioned briefly. 96-item bibliography.—*C. E. Henry.*

1056. Porteus, S. D. *Recent research on the Porteus Maze Test and psychosurgery.* *Brit. J. med. Psychol.*, 1951, 24, 132-140.—Applications of the Porteus Maze Test in assessment of change in intellectual functioning are reviewed. Planning capacity is suggested as the critical criterion in a definition of intelligence. The findings reviewed are interpreted as indicating that planning capacity is reduced by psychosurgery. 22 references.—*C. L. Winder.*

1057. Sal y Rosas, Federico. *Observaciones sobre la distimia de los epilépticos.* (Observations on the dysthymia of epileptics.) *Rev. Neuro-*

Psiquiat., Lima, 1949, 12, 259-270.—Endogenous dysthymia of epileptic patients refers to that abnormal psychic state of bad humor (mixture of anger and melancholy) appearing without external cause in epileptic patients and considered by almost all authors as a psychic equivalent of the convulsive attack. The author discusses this condition in relation to its frequency, incidence, and relation to the gravity of the convulsive picture.—*F. C. Sumner.*

1058. Schmidt, P. *Les courants centripètes et centrifuges de la vie intentionnelle dans les états crepusculaires épileptiques.* (The centripetal and centrifugal tendencies of conation in the aural states of epileptics.) *Evolut. psychiat., Paris*, 1951, No. 2, 263-270.—The epileptic in his aural phase can be compared to a person who suddenly and frequently disappears in long tunnels. To such an individual reality would be organized according to the principle of juxtaposition. Since he would spend long and intermittent periods in the dark, his brief and varied sensations of reality would tend to be confused with the subjective states experienced in the dark. The most fantastic interpretations of reality would seem plausible in a world experienced only at rare and unexpected intervals.—*Z. A. Piotrowski.*

1059. Siegal, Lewis J. (211 E. 35th St., New York.) *Craniocerebral postconcussive personality states.* *Psychiat. Quart. Suppl.*, 1950, 24, 65-72.—The purport of this paper has been to discuss and to correlate findings concerning indicia for the assessment of syndromes presented by ambulant patients with histories of craniocerebral impact. In considering the possibility of the existence, within the presenting patient, of pre-concussive neurotic personality trends, the only practical and basic investigational criterion is the antecedent history, coupled with the symptomatic picture, issuing out of the craniocerebral trauma. In order to preclude complications of the picture, it must be established clinically that no organic or traumatic etiology is presented by the patient, in regard to any detectable cerebral pathology.—*A. Weider.*

PHYSICALLY HANDICAPPED

1060. Chevigny, Hector. (34 Gramercy Park, New York.) *The adjustment of the blind.* *Trans. N. Y. Acad. Sci.*, 1951, 13, 233-238.—Many ancient beliefs about the blind, such as the sensory compensation notion and the special emotional maladjustments of the blind, are still current despite inroads by experimental and clinical psychology against them. Although more experimental work is needed, experimentalists have often turned away from problems of blindness because their own pre-suppositions were not verified.—*J. Bucklew.*

1061. Dolphin, Jane E. (Florida State U., Tallahassee.), & Cruikshank, William M. *The figure-background relationship in children with cerebral palsy.* *J. clin. Psychol.*, 1951, 7, 228-231.—Using test materials similar to those of Strauss and Werner, differentiation of figure and ground relationships were compared in 30 normal and 30 cerebral palsied

children. It was found that the cerebral palsy group was significantly inferior to the normal group in their ability to differentiate figure from ground.—*L. B. Heathers.*

1062. Doyme, Marcella Pepper, & Steer, M. D. *Studies in speech reception testing. J. Speech Hearing Disorders*, 1951, 16, 132-139.—The Voice Communications Laboratory 24-word Test was investigated as a speech reception test of hearing ability together with Auditory Test No. 9 (Spondaic Words) and the PB-50 (Phonetically Balanced) lists. 25 normal-hearing subjects and 22 hard-of-hearing subjects were administered modified forms of the 3 tests. The Voice Communication Laboratory Test appears to differentiate between persons of normal and defective hearing.—*M. F. Palmer.*

1063. Hardy, William G., & Bordley, John E. (*Johns Hopkins U., Baltimore, Md.*) *Special techniques in testing the hearing of children. J. Speech Hearing Disorders*, 1951, 16, 122-131.—Since 1947, experiments have been under way to develop "ascending" technics in audiometry together with the Féré effect and a modified form of Pavlovian conditioning. A fairly short burst of the test-tone is followed in about 3 seconds by a mild faradic shock. About 8 to 12 of the combined signals are necessary to set up a conditioned-reflex arc. The shock annoys but does not hurt. Over 650 tests have been done on preschool-age children with skin-resistance responses from infants as young as 3 weeks. Re-test data on some of this material shows a rather high degree of reliability, although there is a large spread in individual cases.—*M. F. Palmer.*

1064. Jordan, R. E. (*U. Pittsburgh, Pa.*) *Otologic applications of audiology. J. Speech Hearing Disorders*, 1951, 16, 115-121.—At the U. of Pittsburgh Eye and Ear Hosp., otology and audiology have been fitted together as a team working on hearing problems both for diagnosis and treatment. 3 illustrative cases are presented showing the results of the co-operation of the 2 professions.—*M. F. Palmer.*

1065. Myklebust, Helmer R. (*Northwestern U., Evanston, Ill.*) *Your deaf child; a guide for parents.* Springfield, Ill.: C. C. Thomas, 1950. xv, 133 p. \$2.50.—Parents should accept as a challenge the problem presented by their deaf child and realize that he can become a happy, self-reliant citizen. What he will give and expect from society will depend largely on the patterns set for him. The deaf child's need for affection, security and consistent handling is the same as that of all children. A deaf child can and must learn to care for himself, however he must be sufficiently mature to profit from the training. Early and constant use of speech will develop speech and speech reading. The use of residual hearing, auditory training and importance of home-school relationships are considered.—*G. I. Corona.*

1066. Osborn, Courtney D. (*Michigan Dept. of Health, Lansing.*) *Michigan's mobile hearing units. J. Speech Hearing Disorders*, 1951, 16, 140-147.—Details of construction of the mobile hearing unit of the Mich. Dept. of Health's Hearing Conserva-

tion Unit which has travelled approximately 30,000 miles in the past 3 yrs. in all kinds of weather and road conditions. The equipment has proved practical and satisfactory.—*M. F. Palmer.*

EDUCATIONAL PSYCHOLOGY

1067. Fitzgerald, Gerald B. (*U. Minnesota, Minneapolis.*) *Education for leisure. Rev. educ. Res.*, 1950, 20, 294-298.—The paucity of research studies in recreation is due to the lack of encouragement to the university specialists in that field. A total of 23 writings, which appeared between 1947 and 1950, includes reports of several researches on the problems of education for leisure on the various scholastic levels.—*W. W. Brickman.*

1068. Gold, Milton J. *Working to learn; general education through occupational experiences.* New York: Bureau of Publications, Teachers Coll., Columbia U., 1951, x, 192 p. \$2.85.—Occupational education as set forth in this volume is based substantially on the theory of experience which James and Dewey promoted. The activity movement and its underlying philosophy in the elementary school are discussed; the objectives of the high school in the areas of personal development and social goals are presented, together with suggested means for attaining these goals. Thence follows a full development of the concept of occupational education. A final chapter gives in detail a sample of a proposed curriculum pattern.—*S. M. Amadora.*

1069. Knight, Edgar W. (*U. North Carolina, Chapel Hill.*), & Hall, Clifton L. *Readings in American educational history.* New York: Appleton-Century-Crofts, 1951. xxi, 799 p. \$5.00.—Selected original documents significant in the history of education in the United States from 1621 to 1950 are reproduced. The documents are grouped into 11 sections dealing with the colonial period, educational independence, early 19th century, higher education before and after 1860, public education support, teachers and teaching, Negro education, women's education, and miscellaneous practices and later developments.—*C. M. Louttit.*

1070. Miller, Leonard M. (*U. S. Office Educ., Washington, D. C.*) *Education for work. Rev. educ. Res.*, 1950, 20, 287-298.—The literature on work-experience programs published since 1947 shows a trend toward increased attention to the evaluation of their effectiveness in terms of aiding individuals in self-adjustment and in preparing for work. 40-item bibliography.—*W. W. Brickman.*

SCHOOL LEARNING

1071. Betts, Emmett Albert. (*Temple U., Philadelphia, Pa.*) *Reading in the language development sequence. Education*, 1951 (May), 71, 1-22.—The place of reading development in the sequence of language development is shown by indicating the relationship of reading to listening, speaking, and writing, including spelling. Procedures for estimating language development are described along with

means of employing the results of these estimates in the teaching of reading.—*M. Murphy.*

1072. Boyd, Gertrude, & Schwiering, O. C. (*U. Wyoming, Laramie.*) Remedial instruction and case records: a survey of reading clinical practices. II. *J. educ. Res.*, 1951, 44, 443-455.—This is the second part of a questionnaire survey of 76 clinics. Both individual and group instruction are provided in most reading clinics. Psychiatric treatment is offered in about half the clinics. Case histories are not always complete because of lack of time and personnel. There is an increase in provision for home visits, but not in follow-up study and evaluation of the effectiveness of remedial work.—*M. Murphy.*

1073. Burrows, Alvina Treut. (*New York U.*) What about phonics. Washington: Assoc. for Childhood Education International, 1951. 24 p. \$0.75.—Research studies in the field of phonics are summarized. Phonic training bears a positive relationship to oral skills of word pronunciation and word recognition. At the early school level it is not related to comprehension in silent reading, but it is at the upper elementary and junior high school levels. Phonic ability is related to mental maturity and phonic training is not useful before a mental age of 7 years has been reached. To be effective such training must be related to meaningful content and to children's interests.—*M. Murphy.*

1074. Dolch, E. W. (*U. Illinois, Urbana.*) Tested word knowledge vs. frequency counts. *J. educ. Res.*, 1951, 44, 457-470.—Word counts are useful, but they tell only what words children use. Owing to factors of opportunity and emotional set, children do not speak and write about everything they know. The only way in which children's word knowledge can be thoroughly investigated is by systematic testing. These hypotheses are confirmed by comparing word counts and tested word knowledge in 4 experience areas: house and home, clothing, recreation, animals.—*M. Murphy.*

1075. Ernst, Ernestine. (*U. Wyoming, Laramie.*) Procedures for remedial reading in high school. *Bur. Educ. Res. & Serv., Coll. Educ., Univ. Wyoming, Monogr. Ser. No. 2*, 1948. 31 p.—Tests for the diagnosis of reading ability and achievement are summarized. Methods and administration of a remedial program are discussed, and extensive lists of books which have proved popular with slow readers are given. Brief reference is made to physiological factors in reading.—*M. Murphy.*

1076. Gray, William S. (*U. Chicago, Ill.*) Summary of reading investigations, July 1, 1949 to June 30, 1950. *J. educ. Res.*, 1951, 44, 401-441.—The findings of 98 investigations are organized and summarized in this annual survey.—*M. Murphy.*

1077. Gregoire, ———. La valeur du coloriage des croquis en pédagogie catéchistique. (The value of sketch-colouring for catechistic pedagogy.) Montreal, Can.: Institut Pédagogique Saint-Georges, Univ. Montreal, 1950, 80 p. 75¢. (*Bull. Inst. pédag. St.-Georges*, No. 10.)—580 elementary school

pupils were divided into 2 equivalent groups. In their classes in catechism, all children were required to make sketches illustrating catechistic narations. One half of the children were required to color their sketches at home. It is concluded that the color drawing does not significantly improve understanding or memorizing the lesson, but the use of sketches alone is recommended for its stimulating value.—*D. Belanger.*

1078. Horrocks, Winifred Bellinger. A sociometric and psychometric analysis of the results of optimizing classroom interpersonal relationships. In *Ohio State University, Abstracts of doctoral dissertations . . . 1948-49*. Columbus, O., 1950, No. 60, 147-154.—Abstract of Ph.D. thesis.

1079. Lemeni-Makedon, O. Tipologija uroka i ee znachenie. (The typology of a lesson and its significance.) *Sovetsk. Pedag.*, 1950 (Mar.), 21-34.—The classification of lessons in terms of educational methods or curriculum contents does not constitute a centralizing typology. Centralizing properties are to be found only in educational goals: the imparting of new knowledge, the reinforcement of this knowledge, its systematization and the deductive process. While no lesson can be expected to be of a "pure" type, every lesson must have a dominant goal to which the others are subservient. Such a typology affords greater flexibility and can also serve as a common denominator in the consideration of other aspects of the lesson.—*M. G. Nemets.*

1080. McAllister, Brigid. Arithmetical concepts and the ability to do arithmetic. *Brit. J. educ. Psychol.*, 1951, 21, 155-156.—Ed. B. thesis, Glasgow U., 1950.

1081. Mooney, Ross L. (*Ohio State U., Columbus.*) Lecture-demonstration on perception as a transaction. Columbus, O.: Visual Demonstration Center, Ohio State University, 1951. iii, 15 p.—The conception that all energy transformation from one form into another, are transactional processes, is applied to perception, conceived as a transactional process between man and his environment, between "what is taken as 'outside' and what is taken as inside." "The function of perceiving is—to establish relationships with what extends beyond man's skin and to allow these relationships to be fitted into the relationships that are forming within his specific energy system." This conception of perception is demonstrated through an analysis of perceptions as signs, as "stored experiences," as future referents, and as "truths."—*A. Manoil.*

1082. Mooney, Ross L. (*Ohio State U., Columbus.*) Perception, language, and the part-whole problem. Columbus, O.: Visual Demonstration Center, Ohio State University, 1951. iii, 21 p.—The part-whole problem and its implications as to perception, language, attention, adjustment,—the role of the self, and learning is analyzed through three visual demonstrations: (1) the pin-points of light (autokinetic phenomena), (2) the line demonstration (change of perception through words applied to the stimuli) (3) the demonstration with letters,

words, sentences (changes of meaning through modifications of various visual and auditory stimuli). The study emphasizes the non-additive character of part-whole relationships, the value of the time-binding element (self), the importance of past experience, and the role of perception-as-hypothesis. Special consideration is given to the learning of language, and the teaching of reading.—A. Manoil.

1083. Mooney, Ross L. (Ohio State U., Columbus.) *Teacher's manual on the distorted room demonstration*. Columbus, O.: Visual Demonstration Center, Ohio State University, 1950. iii, 21 p.—A detailed analysis of the distorted room demonstration is presented. The manual is divided into three parts with reference to: (1) the demonstration, (2) discussion questions, and (3) discussion answers. The first two parts are designed for use by the students, the last part for the instructor. Various questions and answers are presented in detail; explanation of various perceptive phenomena, including their educational implications are given. 4 figures.—A. Manoil.

1084. O'Connor, Virgil J. *An examination of instructional films for characteristics of an effective teaching presentation*. *Harv. educ. Rev.*, 1950, 20, 271-284.—Educational sound motion picture films were evaluated against (1) the amount of information retained by children viewing them, and (2) ratings by experienced educators. Of 21 film characteristics 10 showed coefficients of .35 or higher with either recall scores or committee ratings as the standard. Intercorrelations of 7 significant elements of the film analysis showed 3 groups of related measures. The results support the conclusion that an effective teaching presentation is characterized by "iconicity," or the use of communication signs with universally accepted referents, and "salience," or presentation in a fashion that provokes a response from the student.—R. C. Strassburger.

1085. Percival, T. S. *Achievements tests in French grammar and vocabulary*. *Brit. J. educ. Psychol.*, 1951, 21, 156-158.—Ed.M. thesis U. Durham, 1950 (?).

1086. Presser, H. A., & Harold, B. B. (U. Melbourne, Australia.) *Grading tests in English and in language ability for New Australians*. *Aust. J. Psychol.*, 1950, 2, 52-57.—648 migrants on arrival in Australia were graded into school classes for instruction in English. "Two group tests were constructed to make the classes as homogeneous as possible in ability to profit from the instruction given. They were (a) the 'English Directions Test,' an attainment test in English for migrants who knew some words and phrases in the language; and (b) the 'Non-English Speakers' Test' for migrants who knew no English. . . . The tests were effective for grading."—R. B. Ammons.

1087. Russell, David H. (U. California, Berkeley.), & Karp, Etta E. *Reading aids through the grades: three hundred developmental reading activities*. (Rev. ed.) New York: Bureau of Publications, Columbia Univ., 1951. vi, 120 p. \$1.10.—

Designed to give teachers specific aids in individualizing and broadening reading activities, a total of 300 aids are described, ranging from the readiness program through the primary and intermediate grades to the higher grades. Where necessary, aids are illustrated by designs and drawings.—M. Murphy.

1088. Tinker, Miles A. (U. Minnesota, Minneapolis.) *Fixation pause duration in reading*. *J. educ. Res.*, 1951, 44, 471-479.—Findings of a series of experiments are coordinated. Pause duration for successive fixation of dots and fixation and identification of single letters is less than that required in reading connected material but more than that necessary for cleared-up vision. Pause duration varies somewhat with comprehension requirements of the material, but bears no significant relation to fixation frequency or regression frequency. Taken alone, pause duration is not a valid measure of reading proficiency, but when combined with fixation frequency the resulting perception time is fairly valid.—M. Murphy.

(See also abstracts 646, 749, 890, 973)

INTERESTS, ATTITUDES & HABITS

1089. Brown, Daniel G., & Lowe, Warner L. *Religious beliefs and personality characteristics of college students*. *J. soc. Psychol.*, 1951, 33, 103-129.—An Inventory of Religious Belief was administered to 622 Protestant and 166 Catholic University of Denver students. Then "a study was made of the religious beliefs, practices, and personality characteristics of those students who strongly accepted and those who strongly rejected traditional religious doctrines." Some of the personality differences between these groups are noted and discussed.—J. C. Franklin.

1090. Giedt, F. Harold. (U. California, Los Angeles.) *Changes in sexual behavior and attitudes following class study of the Kinsey Report*. *J. soc. Psychol.*, 1951, 33, 131-141.—Following rather intensive study in a college class of Kinsey's book, students filled out a single self-rating questionnaire that attempted to indicate sex behavior and attitudes. Two control groups were given the same questionnaire. Though no significant changes in types of behavior were shown, very definite changes in attitude were shown by both sexes towards a freer and more liberal view of personally practicing various types of sexual activity and holding certain ideas about sex.—J. C. Franklin.

1091. Hunter, E. C. (Tulane U., New Orleans, La.) *Attitudes of college freshmen: 1934-1949*. *J. Psychol.*, 1951, 31, 281-296.—Attitudes are increasingly recognized as vital forces in life, representing feeling, thought, action, adjustment, and emotional reactions. This study was pursued by testing attitudes of a total of 1790 women freshmen at a southern liberal arts college for 16 consecutive years, on a 94-item scale designed to yield liberalism-conservatism scores. Total scores did not show marked variation over this 16 year period, with slight

trends as follows: gains in liberalism 1936-1939, losses 1940 to 1943, gain again 1944-1946, and slight decrease 1947-1949. Data are also quoted on trends for special topics, such as toward the Negro, economic and labor issues, government and religious problems, socialized medicine, etc.—*R. W. Husband.*

1092. Inlow, Gail M. (*Northwestern U., Evanston, Ill.*) Job satisfaction of liberal arts graduates. *J. appl. Psychol.*, 1951, 35, 175-181.—229 full-time male workers of graduating classes of 1928, 1938, and 1948 were sent questionnaires concerning their jobs. They were also asked to indicate the level of job satisfaction, along a 7-point continuum. The results indicated that graduates of the College were essentially satisfied with their jobs but that the amount of satisfaction was dependent in varying degrees on the factors of: (1) time on the job, (2) salary, (3) status on the job, (4) age, (5) marital status, (6) retirement plans, (7) campus belongingness, and (8) the affinity between job duties and college major. Job satisfaction was shown to have no relationship with college grades and only a limited relationship with job categories.—*W. H. Osterberg.*

1093. Pennington, A. An enquiry into leisure-time interests. *Brit. J. educ. Psychol.*, 1951, 21, 154.—Ed.M. thesis, U. Durham 1950(?).

1094. Thorpe, Alice C. (*Michigan State Coll., E. Lansing.*) How married college students manage. *Marriage Fam. Living*, 1951, 13, 104-105.—Studies of 484 married students indicate that they seem to manage their lives and resources well. In the survey group 95% of the husbands were under G. I. Bill. Nearly half of the wives work outside the home. About 10% of the wives are also students. Less than one third have small children. Three fourths of the husbands help regularly with the housework. The survey seems to show that the married students facing their problems together are managing better, socially and financially, than did a group of home-makers surveyed sometime previously.—*M. M. Gillet.*

(See also abstract 760)

SPECIAL EDUCATION

1095. Bradford, Leland P. (*National Educ. Assoc., Washington, D. C.*), Characteristics of groups basic to adult education. *Rev. educ. Res.*, 1950, 20, 185-197.—The author reviews studies on group and community characteristics which are significant in adult education. 75-item bibliography.—*W. W. Brickman.*

1096. Croft, John. A teacher's survey of his backward class in a secondary modern school. *Brit. J. educ. Psychol.*, 1951, 21, 135-144.—The survey reported here of a class of 32 13-year-old boys was designed to identify the composition of the group for the guidance of the teacher. Data assembled include medical records, intelligence, reading, and arithmetic test scores, measures of personal and social adjustment, sociometric findings, and interest patterns. The results point up the

necessity of providing for a wide range of individual differences.—*R. C. Strassburger.*

1097. Lorge, Irving (*Columbia U., New York.*), & Kushner, Rose. Characteristics of adults basic to education. *Rev. educ. Res.*, 1950, 20, 171-184.—The literature concerning adult characteristics which are of importance in adult education since 1944 is reviewed. Questions of sensation, perception and reaction, intelligence, achievement and learning are included. The author feels there is a pressing need for more research studies on adult adjustment and learning. 87-item bibliography.—*W. W. Brickman.*

1098. Sheats, Paul H., & McLaughlin, Laurence K. (*U. California, Los Angeles.*) Methods in adult education. *Rev. educ. Res.*, 1950, 20, 207-215.—Methods in adult education include individualized situations, small face-to-face groups and large group lecture situations. The literature on such methods is reviewed. 69-item bibliography.—*W. W. Brickman.*

(See also abstract 759)

EDUCATIONAL GUIDANCE

1099. Marion, Beatrice V. Counseling in connection with marriage courses. *Marriage Fam. Living*, 1951, 13, 129-130.—"A questionnaire was sent to a selected group of instructors of college courses in marriage and the family" in order to "find out the extent and nature of teacher counseling in the marriage field." Replies came from 37 states. Methods and results varied. "The counseling is nearly always optional, frequently suggested by the instructor, who usually does it in addition to a full teaching load and . . . inadequate time and facilities." —*M. M. Gillet.*

(See also abstracts 765, 768)

EDUCATIONAL MEASUREMENT

1100. del Olmo, Francisco. Evaluación del trabajo escolar. (Scholastic yield measurement.) *Rev. Psicol. Pedag. apl., Valencia*, 1950, 1(2), 11-27.—An analysis is made of the application of modern techniques in the evaluation of school work. Objective appraisal requires good testing instruments. Test scores are means and not ends. Factors affecting the impartial evaluation of pupils' work are discussed.—*E. Sánchez-Hidalgo.*

1101. Finlayson, Douglas S. (*U. Edinburgh, Scotland.*) The reliability of the marking of essays. *Brit. J. educ. Psychol.*, 1951, 21, 126-134.—2 essays written by each of 197 children in their final primary school year were graded by 6 experienced teachers on a scale extending from 0 to 20. The mean of the intercorrelations among the markers was .738. For the aggregate grades of 4 teachers a mean mark-remark correlation of .939 was found. Correlation between the 2 essays, as a measure of essay reliability, showed a coefficient of .863 for the team of 6 markers. With the external criterion of performance in the qualifying examination (standard tests of

intelligence, English, and arithmetic) the essay showed lower correlations than among the several criteria themselves. An analysis of variance technique was applied to the data as a further basis for determining the influence of markers, essays, and children.—R. C. Strassburger.

1102. Garrett, Harley F. (*U. Mississippi, University.*) *Revue et interprétation des recherches effectuées aux États-Unis sur les facteurs liés au succès scolaire dans les "colleges of arts and science" et les "teachers colleges."* (Review and interpretation of studies conducted in the United States on factors associated with scholastic success in colleges of arts and science and teachers colleges.) *Travail hum.*, 1951, 14, 58-65.—The author reviews trends in studies which predict success in arts and science colleges and teachers colleges in the U.S., summarizing findings in terms of these variables: high school performance, tests of general knowledge, intelligence tests, tests of general college aptitude, and tests of special abilities.—R. W. Husband.

1103. Hohne, H. H. The prediction of academic success. *Aust. J. Psychol.*, 1949, 1, 38-42.—"The aim of this investigation was to see whether results from a battery of psychological tests alone or in conjunction with School Leaving Results could predict academic success as well as or better than School Leaving Results alone." Freshmen were given an intelligence test and the Group Rorschach Test and were grouped according to faculty divisions of the university. It was found that "the entrance score was the best single predictor of first year success . . . the addition of the intelligence test to entrance score raised the correlation slightly . . . [and] none of the measures, singly or combined, was sufficiently valid for prediction in a concrete, individual case, e.g., in guidance."—C. H. Ammons.

1104. Neubauer, V. *Numerus clausus oder Begabtenauslese?* (*Numerus clausus* or selection according to ability?) *Wien Z. prakt. Psychol.*, 1949, 1, 9-12.—Trained psychological personnel and standardized test materials are indispensable for a program of selective university admission which is based upon ability. The author describes the purposes and organization of a study in which 350 Innsbruck University students participated, and which included tests and a personal interview. It was the purpose of the study (1) to establish norms for ability-testing; (2) to specify personality factors differentiating students specializing in various curricula; and (3) to lay a basis for the vocational counseling of high school graduates.—C. M. Crossman.

1105. Suarès, Nadine. *Un aspect de l'inadaptation scolaire: le problème des examens de passage.* (An aspect of school nonadaptation: the problem of examinations for promotion.) *Enfance*, 1950, 3, 434-456.—The author questions the adequacies of examinations as the final basis for promotion in secondary school. She recommends that psychological tests would better serve the purpose. It is felt that with a CA and MA below class medians the

student should repeat the grade, while with those measuring about the median they should be promoted, in both cases regardless of achievement results.—F. C. Sumner.

1106. Timp, O. *Begabtenauslese bei Hochschülern?* (Selection of university students according to ability?) *Wien. Z. prakt. Psychol.*, 1949, 1, 58-61.—In a reply to Dr. Neubauer (see 26: 1104), the author argues that there is little reason to expect to find basic personality differences between groups of students having different university specializations (law, medicine, etc.) He further regards the current over-crowding of the universities as a temporary phenomenon arising out of the recent war.—C. M. Crossman.

1107. Townsend, Agatha. *The Junior Scholastic Aptitude Test in the independent-school program.* *Educ. Rec. Bull.*, 1951, No. 57, 58-65.—The use of this test in the entrance testing programs of many independent schools shows sufficient reliability to warrant its use in individual diagnosis and guidance. Verbal and numerical totals are as closely related as scores on other diagnostic tests of academic ability. The predictive value of JSAT scores remains fairly consistent when achievement tests are given as long as 2.5 years after administration of the test. The numerical total, although not so closely related to mathematics test scores as verbal total is to English and reading scores, can predict success in algebra and geometry.—G. E. Bird.

1108. Traxler, Arthur E. *Trends in achievement of independent secondary-school pupils during a ten-year period.* *Educ. Rec. Bull.*, 1951, No. 57, 67-78.—During the period 1941-1951, the median scaled scores of independent secondary-school pupils on the Cooperative Achievement Tests, in spring programs, shows a decline in achievement of two- or three-tenths of a standard deviation, noticeable in Spanish and social studies, although pupils' mental ability was essentially the same as that of years earlier. Reasons suggested are the distractions and tensions of war and the uneasy post-war years which may have affected pupils' learning, regardless of the quality of instruction. Future critical self-appraisal is suggested.—G. E. Bird.

1109. Warner, W. Lloyd. *Réussite scolaire et classes sociales aux États-Unis.* (School success and social classes in the United States.) *Enfance*, 1950, 3, 405-410.—Classification of school children in U. S. into A, B, and C sections is not solely based on intelligence or scholastic performance. Wittingly or unwittingly, social class distinctions operate here. Even where tests are relied upon for the differentiation of the pupils, the tests themselves are in their very demands biased in favor of the upper social class. While admitting tests are about the best screening devices we have, the author is fearful that true democracy may suffer unless there is constant vigilance lest other personal characteristics be mistaken for superior intelligence, aptitude or achievement.—F. C. Sumner.

(See also abstracts 737, 1128)

EDUCATION STAFF PERSONNEL

1110. Evans, Kathleen M. (*University Coll., Cardiff, Wales.*) A critical survey of methods of assessing teaching ability. *Brit. J. educ. Psychol.*, 1951, 21, 89-95.—4 methods of evaluating teaching efficiency, viz., pupil achievement, expert opinion, rating scales, and ratings by pupils are examined critically through a survey of the relevant research literature. There is evidence of little agreement among estimates made by these different measures. A composite criterion combining several measures is suggested.—R. C. Strassburger.

1111. Morey, Edwyn A. Vocational interests and personality characteristics of women teachers. *Aust. J. Psychol.*, 1949, 1, 26-37.—340 elementary and high school women teachers and 340 university women with practice teaching experience were given the Strong Vocational Interest Blank. "An analysis of the responses of the different groups revealed close general correspondence. . . . The elementary teachers tend to be more feminine, more artistic and more interested in home and social affairs. The junior high teachers are primarily efficient organizers, interested in reform and progress. The senior high teachers show greater intellectual and abstract interests and more independence."—C. H. Ammons.

1112. Seeman, Melvin. (*Ohio State U., Columbus.*) Some status correlates of leadership. *Proc. Co-oper. Conf. Admin. Officers Publ. Private Schs.*, 1950, 13, 40-50.—Results from a pilot study in Ohio of teachers' conceptions of the ideal school superintendent reveal a majority preference for the "membership" or "non-directive" type, although the percentage of "pro-leadership" choices exceeded the expectation of the investigators. Such preference is related to generalized status attitudes as measured by a 33-item scale. The close correlation of status attitudes and leadership ideology has significant implications for leadership training and leadership theory. A further relationship between leader behavior as resistant to change and the differential in social vs. economic status of the leader is suggested in the data.—R. C. Strassburger.

PERSONNEL PSYCHOLOGY

1113. Covner, Bernard J. (*Dunlap & Assoc. Inc., Stamford, Conn.*), & Smith, Max. Times absent vs. days absent as a measure of absenteeism. *Personnel*, 1951, 28, 23-27.—An analysis of the attendance records of office personnel of Pitney-Bowes, Inc. was made for five successive six-month periods. The number of office employees during this period ranged from 375 to 475. Days absent per month (DA) and times absent per month (TA) were determined for each employee. Reliability coefficients were: from .44 to .65; DA from .22 to .40. Either of these methods is too sensitive to single cases where the number of employees in a department is small, however, so if rates among departments are to be compared, it is recommended to use the proportion

of satisfactory and less than satisfactory attenders in each department.—W. H. Osterberg.

1114. Flanagan, John C. (*American Institute for Research, Pittsburgh, Pa.*) Defining the requirements of the executive's job. *Personnel*, 1951, 28, 28-35.—The critical incident technique was used in a study of requirements for Army officers. Nearly 3000 incidents were obtained and a check list was prepared which included 54 items under six major headings. The results were submitted to the senior personnel officers in the Air Force, who were asked if in their experience the requirements with the greater frequencies had been those critical for evaluating senior officers. On the basis of the combined results, a list of 15 requirements was prepared. A similar study of research executives was conducted, and the results of the two studies compared.—W. H. Osterberg.

1115. Gardner, Burleigh B., & Moore, David G. (*U. Chicago, Ill.*) Human relations in industry. Chicago, Ill.: R. D. Irwin, 1950. xi, 431 p. \$5.00.—This is a revision and expansion of the senior author's book by the same title. It is concerned with the informal social structure of work organizations, with social equilibrium and change, and with management principles and practices.—W. H. Osterberg.

1116. Knauff, E. B. (*duPont & Co., Wilmington, Del.*) Measured changes in acceptance of an employee publication. *J. appl. Psychol.*, 1951, 35, 151-156.—The employee publication of a bakery chain was evaluated by means of a content analysis of a large number of issues, Flesch counts for reading ease and human interest, and a readership survey of a sample of employees. The results of this evaluation formed the basis for a number of changes in the publication. The principle ones were a more balanced content of various types of subject matter, and an improvement in the reading ease and human interest of certain types of subject matter. After 6 months a second evaluation was made which showed that the employees attitude toward the publication became more favorable.—W. H. Osterberg.

1117. Kyllonen, Toimi E. (*U. Missouri, Columbia.*) Social characteristics of active unionists. *Amer. J. Sociol.*, 1951, 56, 528-533.—Clues to the functions actually served by a labor union are provided by comparison of other affiliations of active and inactive union members. Available data suggest that causes of union activity may lie in the union-management conflict, as is usually assumed. Activity in a labor union is similar to participation in other types of groups, with the notable exception of the family and kinship.—D. L. Glick.

1118. Lauer, Jeanne, & Paterson, Donald G. (*U. Minnesota, Minneapolis.*) Readability of union contracts. *Personnel*, 1951, 28, 36-40.—Flesch's "reading ease formula" was applied to 20 representative union contracts. The formula provides a numerical score ranging from 0 (very difficult) to 100 (very easy). The mean reading ease score for the 20 contracts was found to be 27.4, a difficulty level requiring a college educational background or its

equivalent for understanding. Examples were given to show how typical hard-to-read contract provisions may be simplified without loss of accuracy so that those with sixth-grade reading ability can comprehend them.—W. H. Osterberg.

1119. Mallart, José. (*Inst. Nac. Psicotec., Madrid, Spain.*) *Pre-orientación profesional e iniciación laboral sistemática.* (Professional pre-orientation and methodical initiation in labour.) *Rev. Psicol. Pedag. apl., Valencia*, 1950, 1 (1), 23-47.—A description is made of the four normal degrees of professional formation with the purpose of placing conveniently the period of professional initiation which marks the Spanish Law of Primary Education of 1945. These degrees are: initiation in labour, pre-apprenticeship, real professional formation, and professional formation of improvement.—E. Sánchez-Hidalgo.

1120. Scates, Douglas E., & Yeomans, Alice V. (*American Council on Education, Washington, D. C.*) *Supervisors' estimates of educational needs among their subordinates.* Washington, D. C.: American Council on Education, Research Staff on Scientific Personnel, 1950, iv, 42 p.—Questionnaire data obtained from supervisory personnel at 3 Naval installations respecting course recommendations for employee training were compared with employee's checklists of their own training needs. Substantially the same courses were proposed, when allowance was made for the greater degree of specificity in the choices of employees. Supervisors generally stressed the need for broad integrative knowledge. While recognizing the values of supervisors' insights, the writers stress as essential the need for employee participation, through the expression of course choices, in planning a training program.—R. C. Strassburger.

1121. Viteles, Morris S. (*U. Pennsylvania, Philadelphia.*) *Le rôle de la psychologie du personnel dans l'amélioration des rapports entre ouvriers et dirigeants. Sélection et placement du personnel.* (The role of personnel psychology in improving relations between worker and supervisor. Selection and placement of personnel.) *Travail hum.*, 1951, 14, 1-14.—The most significant development in industrial psychology in the past 10-15 years has been a growing concern with the feelings and attitudes of workers, supervisors, and managers. Job satisfaction is tied up with proper selection, both for success on the first job through differential selection and placement, and for employing in terms of future promotability. We need satisfied as well as competent workers. 29 references.—R. W. Husband.

(See also abstracts 808, 995)

SELECTION & PLACEMENT

1122. Bonnardel, R. *Étude psychométrique sur le personnel d'un atelier d'outillage mécanique.* (Psychometric study of the personnel of a tool-makers' workshop.) *Travail hum.*, 1951, 14, 66-75.—A psychometric study was done on 131 tool-makers with a battery of about twenty performance

tests, five occupations being represented: fitters, turners, millers, grinders, and inspectors. Composite profiles, for each occupation, and for the best and poorest workers in each, are presented. Accuracy correlates better than speed with success. Clear differentiation between occupations failed to materialize.—R. W. Husband.

1123. Fields, Harold. (*Board of Education, New York.*) *An analysis of the use of the group oral interview.* *Personnel*, 1951, 27, 480-486.—A questionnaire study of the use of group oral interview was made of a number of personnel agencies. 44 of 190 respondents stated that they used this method, particularly in the selection of supervisory and administrative personnel. The techniques of the group interview are described and related to their frequency of use by different agencies.—W. H. Osterberg.

1124. Goguelin, P. *Étude du poste d'électricien de tableau et examen de sélection pour ce poste.* (Study of the position of switchboard electrician and program for selection for this position.) *Travail hum.*, 1951, 14, 15-57.—A battery of tests was developed for selection of switchboard electricians, whose chief duty is to dispatch and keep electrical networks balanced. The battery takes 4.5 hours, 3.5 of it in group tests. The tests are three of memory, four aspects of intelligence, a non-verbal intelligence test, two types of attention, following instructions, and one performance test. It produced favorable results in 90% of cases.—R. W. Husband.

1125. Henry, William E., & Moore, Harriett Bruce. *The industrial use of personality tests.* *Advanced Mgmt.*, 1950, 15 (11), 16-20.—Especially attention is drawn to the ability of projective tests to reveal the following: (1) The manner in which the subject's intellect functions and the skill and resourcefulness that go into his thinking, (2) The way in which judgments are formed and the knowledge of, and weight given, relevant facts, (3) The readiness with which decisions are formed, (4) The manner in which the subject establishes and maintains working relationships with others, (5) The nature of his ambitions and the types of goals that will satisfy them.—H. Moore.

1126. Jones, Omer R., & Smith, Karl U. (*U. Wisconsin, Madison.*) *Measurement of supervisory ability.* *J. appl. Psychol.*, 1951, 35, 146-150.—A 219-item multiple-choice questionnaire was administered to supervisors in two organizations. In a public utility company it was given to 72 supervisors, and the items were analyzed with superiors' ratings as the outside criterion. 70 items were found to be significant. Scoring keys were constructed on these 70 items, and point biserial and triserial correlations on the 70 items were .46 and .45, respectively. The 219 items were given to supervisors in a large retail store and against a criterion of employee ratings of these supervisors, 70 items were significant. These items were different from those selected in the first study. The point biserial correlation coefficient between these items and the employee ratings was .64.—W. H. Osterberg.

1127. Knauff, E. B. (*duPont & Co., Wilmington, Del.*) Vocational interests and managerial success. *J. appl. Psychol.*, 1951, 35, 160-163.—The Strong Vocational Interest Blank was administered to 38 managers of shops in a retail bakery chain. The relationship between scores earned on the Strong keys and managerial success, as determined by an independent criterion, was found to be insignificant for all 39 occupational keys and interest maturity, occupational level, and masculinity-femininity. A bake shop manager scoring key was constructed on the basis of responses differentiating the successful from the unsuccessful managers. This key was then cross-validated on a second group of 32 manager trainees and new managers. A biserial correlation of .53 was found between job success and scores on the bake shop manager key.—W. H. Osterberg.

1128. Mallart, José. (*Inst. Nac. Psicotec., Madrid, Spain.*) Aplicaciones de la psicología: orientación escolar, orientación profesional, selección escolar y formación profesional. (Psychological applications: scholastic orientation, professional orientation, scholastic selection, and professional formation.) *Rev. Psicol. Pedag. apl., Valencia*, 1950, 1 (2), 41-60.—Psychological applications are greatly indebted to the experimental method. The classification and selection of pupils and apprentices are discussed. A synthesis is offered of what was obtained in Spain through psychotechnical selection for entrance to the Circles for Professional Formation of Workers, whose statutes were promulgated in 1928. The improvements achieved by Institutions of Professional Formation are also analyzed. English summary.—E. Sánchez-Hidalgo.

1129. Turk, Fritz, & Dörrhöfer, Walter. *Neuzeitliche Methoden der Personalauslese*. (Present day methods for selection of personnel.) Frankfurt, A/M.: Kommentator, 1950, 69 p.—The psychological examination is better for selection because it indicates the specific qualifications of a person and matches them to the particular demands of the required task. Testing procedures allow for a reliable, objective, and rational selection. Evaluation is accomplished by utilizing such data as personal biography; character appraisal; observation of such behavioral aspects as gestures, facial expression, and handwriting; achievement tests; intelligence tests; and observation of relationships to others as displayed in round-table discussions. 23 references.—R. Mathias.

(See also abstract 784)

LABOR-MANAGEMENT RELATIONS

1130. Eilbert, Henry. (*City Coll., New York.*) Management policy aspects of employee counseling. *Personnel*, 1951, 27, 519-523.—111 firms were surveyed by questionnaires concerning employee counseling. Of these, 69 replied, and of this group 20 had counseling programs that fitted the definition used here: well-defined and utilizing the services of specialized personnel. However, 35 responding firms indicated rather complete counseling services.

The data showed that there was no uniformity or pattern regarding size of the counseling force, ratio of counselors to work force, or ratio of employees using services to total employees. At least three companies have used and subsequently dropped programs using specialized personnel. The most common objection noted was that the use of such personnel undermines the status of the line supervisor.—W. H. Osterberg.

1131. Gillespie, James J. Work psychology and time and motion study. *Advanced Mgmt*, 1951, 16 (4), 4-6.—Psychological explanations of work have pretty generally failed to consider pertinent psychodynamics. The author believes that work is a result of the individual's effort to manipulate in response to an inner need. Such factors are important in problems dealing with the worker in industry and must be recognized by management as low as the foreman level.—H. Moore.

1132. Haire, Mason (*U. California, Berkeley.*), & Gottsdanker, Josephine S. Factors influencing industrial morale. *Personnel*, 1951, 27, 445-454.—An investigation of morale of 40 retail grocery store workers was made by means of interview, questionnaire, and projective techniques. Responses were analyzed into 13 categories. The responses showed a high interdependence, relative flexibility in level, and a hierarchical character in regard to needs. This study points out the difficulties of morale analyses because of the lack of adequate validation which in turn appears to rest on a lack of adequate theoretical formulation.—W. H. Osterberg.

1133. Jacobson, Eugene. (*U. Michigan, Ann Arbor.*) Foremen and steward, representatives of management and the union. In Guetzkow, H., *Groups, leadership and men*, (see 26: 803), 90-95.—350 foremen, 350 stewards and a random sample of 450 workers in an automobile factory were interviewed in their homes on questions regarding satisfactions, perceptions, expectations and aspirations concerning their jobs, their supervisors, their union, and the interrelations of these. Analyses were made of the relationship of participation practices to worker attitudes toward the company and toward the union, and of the frames of reference (i.e. management, union, either or both) the interviewees used in their remarks. Uniformly, the relative activity of the foreman and of the steward in involving the man is correlated with the men's frame of reference, except where both are active, and their identification with management is somewhat higher than with the union.—I. Lazar.

1134. Kahn, Robert L. (*U. Michigan, Ann Arbor.*) An analysis of supervisory practices and components of morale. In Guetzkow, H., *Groups, leadership and men*, (see 26: 803), 86-89.—A factorial study of foremen in a tractor factory, based on intensive interviews, yielded 4 factors: (1) satisfaction with immediate supervision, (2) intrinsic and prestige variables in the job itself, (3) satisfaction with the organization as a system, and (4) an indirect satisfaction measure which includes wages,

promotions and mobility. Further work to be done is described.—*I. Lasar.*

1135. Lawshe, C. H., Holmes, William H. E., Jr., & Turmail, George M. (*Purdue U., Lafayette, Ind.*) An analysis of employee handbooks. *Personnel*, 1951, 27, 487-495.—84 employee handbooks were analyzed as to content, style, and comprehension, using various categories and methods of measurement. It was found that the content differed widely but that over 60% of the space in the average handbook is devoted to either general information about the company, policies and rules, or company facilities. The issues studied pointed to a need for more attractive covers, more attractive diagrams, etc. to enhance the visual appeal. The study also indicated that handbooks should be made more readable, and written from the intended reader's, rather than the writer's point of view.—*W. H. Osterberg.*

1136. National Institute of Industrial Psychology. (London, England.) The foreman; a study of supervision in British industry. London: Staples Press, 1951. 158 p. 12s 6d.—This book describes the scope, methods and results of the first phase of a study of the present state of supervision in British industry. The most important methods included visits to 107 factories where studies were made of 752 supervisors and their jobs; questionnaires returned from 751 establishments; trial selection procedures and training courses devised and carried out by the investigators; visits to supervisory training courses; studies of Foremen's Associations; and an extensive study of the literature. Results are reported under the headings: Supervision—the job and the man; Selection of supervisors; Training of supervisors; and Position, relationships and status of supervisors. 23 references.—*W. H. Osterberg.*

1137. Sorenson, Robert C. (*U. Nebraska, Lincoln.*) The concept of conflict in industrial sociology. *Soc. Forces*, 1951, 29, 263-267.—Much of "human relations in industry" research concentrating on labor-management relations "is misleading if it demands that collaboration be based only upon unswerving loyalty to management goals . . . ignoring the beneficial functions of conflict" in leading to working agreements.—*B. R. Fisher.*

1138. Spicer, L. G. A survey of merit rating in industry. *Personnel*, 1951, 27, 515-518.—346 companies from 26 different states were contacted in this survey with 176 firms submitting replies. Among the findings were that the majority of companies either do not give the raters who use the scales any training whatever, or have conducted less than 5 hours of such training since their merit-rating program has been in effect; only 36% of the firms using merit-rating scales made any statistical checks for measuring reliability of their instruments; and most companies do not use merit-rating results with other personnel techniques for the purpose of research.—*W. H. Osterberg.*

1139. Taylor, Erwin K., & Manson, Grace E. Supervised ratings—making graphic scales work.

Personnel, 1951, 27, 504-514.—A rating scale format and technique developed by the Personnel Research Section, AGO is described. The unique attribute of the technique lies in the fact that instead of distributing forms to raters a trained personnel technician aids the supervisor in the rating task. Data are presented from 5 populations in 2 government agencies. Reliability coefficients, intercorrelations among subtraits, and frequency distributions are presented. While this kind of rating scale is costlier to construct and more expensive to administer than the average graphic scale, it is believed that the greater value obtained more than justifies it.—*W. H. Osterberg.*

INDUSTRIAL AND OTHER APPLICATIONS

1140. Abruzzi, Adam. The snap-back and continuous methods of taking time study readings. *Advanced Mgmt*, 1951, 16 (4) 11-12.—The continuous method allows the stop watch to run continuously as the observer makes his readings; in the snap-back method the hand is returned to zero at the end of each operation element. From two experiments in which the two methods were used he concludes that "the snap-back method is less accurate than the continuous method when accuracy is measured in terms of error of estimate, but the two methods are equally precise when precision is measured in terms of degree of variation.—*H. Moore.*

1141. Gross, Irma H., & Bartley, S. Howard. (*Michigan State Coll., East Lansing.*) Fatigue in house care. *J. appl. Psychol.*, 1951, 35, 205-207.—A sample of housewives who met certain requirements was selected in a small town and observed while they did their housework. 20 women were studied in this way, 6 of whom became greatly fatigued, and 5 who did not get tired at all. Relationships with other factors were investigated and it was concluded that those who had a general background of distaste for work, those who became bewildered by the "clutter", and those who found making decisions difficult regarding what to do next were the individuals who became tired. Enough work was done in the study to convince the investigators that it is practical to study fatigue from the non-energetic standpoint.—*W. H. Osterberg.*

1142. Schneider, R. Die Aufgaben der praktischen Psychologie in der Wirtschaft. (The tasks of practical psychology in economics.) *Wien. Z. prakt. Psychol.*, 1949, 1, 27-33.—Reviewing the principal contributions of the European countries and America to industrial psychology, the author finds that work has progressed along two separate lines. The one line, "object psychotechnics," considers the adaptation of work conditions to the capacities of the worker; time-and-motion studies, studies of fatigue, lighting, etc., fall into this category. "Subject psychotechnics" concerns itself with the task of fitting the individual worker most appropriately into economic life, on the basis of thorough knowledge of his qualities. It is recommended that future research emphasize this latter direction to a greater

extent, and that attention be given to adaptation of the employer as well as to that of the employee.—*C. M. Crossman.*

INDUSTRY

1143. Barber, J. L., & Garner, W. R. (*Johns Hopkins U., Baltimore, Md.*) The effect of scale numbering on scale-reading accuracy and speed. *J. exp. Psychol.*, 1951, 41, 298-309.—"Twelve Ss were required to estimate the position of targets on a rectangular grid with three different numerical scales and under two task instructions. . . . One task instruction emphasized speed, and the other accuracy. . . . [It was found that] (a) Scales on which the numbered intervals progress by 'tens' or by 'twenties' are superior to the 'five' scale in respect to the speed and accuracy of interpolation. (b) In reading scales, Ss exhibit a strong tendency to use whole numbers. . . . (c) The curve showing average error as a function of stimulus position between scale markers exhibits a bimodality. . . . [and] (d) Constant error functions show a general tendency to judge target positions as being too close to the mid-point."—*R. B. Ammons.*

1144. Davidson, H. R. (*General Aniline & Film Corp., Central Research Lab., Easton, Penn.*) Visual sensitivity to surface color differences. *J. opt. Soc. Amer.*, 1951, 41, 104-111.—In this study skilled colorists have observed textiles under ordinary viewing conditions. Color difference thresholds have been determined on a red, a blue, and a green series of wool dyeings. Conversion to the I.C.I. chromaticity notation reveals that discrimination is consistently poorer for textiles than it is in a colorimeter. The qualitative agreement is good, however, between these data and the colorimeter data (ellipsoids) of MacAdam. The luminous reflectance limens are also greater for textiles, by a factor of about two for the red regions, about five in the green and about eight in the blue.—*L. A. Riggs.*

1145. Gillespie, James J. Dynamic motion and time study. Brooklyn, N. Y.: Chemical Publ. Co., 1951. viii, 140 p. \$3.75.—Traditional motion study has become micromotionism and a complex, unwieldy technique. Worse still, it has divorced itself from practical, humanitarian knowledge, and does not recognize that motion study is person frustrating if not related to work psycho-dynamics. This book denies that the principle of minimum motions is true. Finally, it denies that a real motion pattern is equivalent to a motion pattern built up of bits of motion. The dynamic approach and the dynamic method use the minimum instrumental techniques and stress operator study. It involves training the motion observer to be conscious of his influence in the living situation, training in the interview method, and organized operator and group participation in job-situation management. 59-item bibliography.—*W. H. Osterberg.*

1146. Godlove, I. H. (*General Aniline & Film Corp., Easton, Penn.*) Color change from daylight to night light, calculated and observed. *J. opt.*

Soc. Amer., 1951, 41, 396-401.—Blue dyes usually appear either redder or greener under tungsten illumination, while reds become yellower, and yellows become redder. The explanation lies in the spectral reflectance curve of the particular dye in relation to the spectral sensitivity curve of the eye and the emission characteristics of the illuminant. However, it is found that the psychological factors of color constancy and sensory adaptation reduce the change in shade to about one half its predicted amount. On this basis, new predictions can be made, and these are found to hold fairly well in practice.—*L. A. Riggs.*

1147. Godlove, I. H. The perceptibility and acceptability of color changes in fastness tests. *J. opt. Soc. Amer.*, 1951, 41, 284.—Abstract.

1148. Heyl, Edward B. The human factor in aircraft accidents; an analysis of the 758 fatal accidents charged to "pilot error" which occurred in non-air carrier flying during the year 1948. Washington, D.C.: Civil Aeronautics Board, 1950. 7 p.—Pilot error accounted for 90% of accidents studied. Of these, 75% were caused by "reckless flying, failure to maintain flying speed, or continued VFR flight into instrument weather." 60% of the total involved stalls. Stall-resistant aircraft with stall warning indicators are recommended. "Swift and severe punishment" for reckless flying is advocated, as well as instruction in the peril of VFR flight into instrument weather.—*R. Tyson.*

1149. Illinois, University. Division of University Extension. Job analysis as a basis for effective personnel management. Urbana, Ill.: Institute of Labor and Industrial Relations. 1948. 33 p.—After defining terms and techniques used in connection with job analysis, the method of gathering and writing the information necessary to a job analysis program is described. Charts and work sheets on seven jobs are provided for practice in the writing of job descriptions. 14 item bibliography.—*W. H. Osterberg.*

1150. Jenkins, William Lerou; Maas, Louis O., & Olson, Merritt W. (*Lehigh U., Bethlehem, Pa.*) Influence of inertia in making settings on a linear scale. *J. appl. Psychol.*, 1951, 35, 208-213.—In this study, the subject matched the position of a lighted insert in a black bakelite scale with a pointer controlled by a rotary knob. By means of two chronoscopes, time was measured separately for travel to the approximate location and for making the final adjustment. Similarly, action potentials from the active forearm were accumulated and measured separately during travel and during final adjustment. Inertia and friction were added to the system. It was found that added inertia as such has little or no practical effect on performance. Inertia in combination with backlash tends to increase slightly adjusting time. When heavy friction is present, added inertia tends to compensate for the deleterious effects of the friction to some extent.—*W. H. Osterberg.*

BUSINESS & COMMERCE

1151. Morse, Nancy C. (*U. Michigan, Ann Arbor.*) An experimental study in an industrial organization. In *Guetskow, H., Groups, leadership and men*, (see 26: 803), 96-99.—The independent variable in this experiment is an index number "reflecting the degree to which the functions of an organization are controlled . . ." locally or (administratively) centrally. Four parallel divisions in a clerical firm have been formed into two experimental groups, one of which is getting greater functional autonomy, while in the other, decision-making functions are being shifted to "higher" authorities. Studies are developing to see what shifts in job satisfaction, morale, productivity, etc. occur.—*I. Lasar.*

1152. Muelder, Milton E. (*Michigan State Coll., East Lansing.*) Personality and negotiation as factors in the art of administrative leadership.—*Proc. Co-oper. Conf. Admin. Officers Publ. Private Schs.*, 1950, 13, 67-68.—The role of the individual is the most vital factor in administration. This is most clearly evident in the formulation of policy, as the instance of United States military government in Germany bears out. Yet the significance of shared responsibility with the members of the staff is not to be underestimated. Sound organization and management techniques require careful consideration, but essentially the measure of administration of an institution is the quality of its human material. Effective handling of negotiations is pre-eminent among the skills of the successful administrator at all levels. This is primarily a problem in communication.—*R. C. Strassburger.*

1153. Shartle, Carroll L. (*Ohio State U., Columbus.*) Leadership aspects of administrative behavior. *Advanced Mgmt*, 1950, 15 (11), 12-15.—This is a summary of the methods used by the O.S.U. Personnel Research Board in a study of leadership as practised by administrators. The investigation methods included a study of the individual by means of the leaders' interpretation of their job tasks; by estimating the extent to which the leader assumes responsibility, exercises authority, and delegates responsibility, and the manner in which he performs his duties; a study of the group by means of organization charts, sociometric ratings, measures of group morale; and a study of the culture in which the leader operates.—*H. Moore.*

1154. Shartle, Carroll L. (*Ohio State U., Columbus.*) Studies of leadership by interdisciplinary methods. *Proc. Co-oper. Conf. Admin. Officers Publ. Private Schs.*, 1950, 13, 27-39.—A research program for studying the leadership aspects of occupational behavior at the higher levels which combines the resources of several social sciences is outlined. Scales for estimating responsibility, authority, and delegation are utilized, and the manner in which the leader performs his role is expressible in terms of 3 basic factors or dimensions of behavior. The group in which the leader functions is also studied through formal organization charts, sociometric ratings, and group dimensions. Scales for describing the latter

through 14 dimensions have been developed.—*R. C. Strassburger.*

1155. Simon, Herbert A. (*Carnegie Institute of Technology, Pittsburgh, Pa.*) Modern organization theories. *Advanced Mgmt*, 1950, 15 (10), 2-4.—As a supplement to the social psychology of management that concerns itself with the behavior of people in organizations, and that is best illustrated in the Hawthorne experiments, Simon suggests that social scientists become alert to the "Linear Programming Theory"—a mathematical theory for the programming of interdependent activities. He illustrates this in the linear programming devices used in production control, inventory control, and double-entry accounting systems.—*H. Moore.*

1156. Skowronnek, Karl. Werbung als Aufgabe der praktischen Psychologie. (Advertising as a task for practical psychology.) *Wien. Z. prakt. Psychol.*, 1949, 1, 13-17.—Advertising, conceived broadly, is not a phenomenon of suggestion, influence, or hypnosis, but an essential function in economic life. As so conceived, it rests upon applied science (principally psychology), applied art, and techniques of reporting and reproduction.—*C. M. Crossman.*

1157. Thurstone, L. L. (*U. Chicago, Ill.*) Experimental methods in food tasting. *J. appl. Psychol.*, 1951, 35, 141-145.—The nature of experimental work on taste and smell with special reference to judgments of preference are described. The practical problems are concerned with: the determination of the effect of various conditions of manufacture and storage and containers on food acceptance; the prediction of relative volume among different items as determined by experiments on food acceptance; and the combination of food items so as to maximize acceptance among competing items which differ in discriminial dispersions. It seems likely that formal experimentation in this field can produce more significant and useful results than simple frequency counts at the descriptive level.—*W. H. Osterberg.*

PROFESSIONS

1158. Bergler, Edmund. (251 Central Park West, New York.) On acting and stage fright. *Psychiat. Quart. Suppl.*, 1949, 23, 313-319.—The author is suspicious that in the psychology of acting, popular and psychoanalytic interpretation coincide. He feels that acting and stage fright have been incorrectly interpreted as referring both to exhibitionism and Oedipal castration. Also faulty, are the interpretations pertaining to three typical occurrences in the lives of some actors of both sexes: their homosexuality, their masochistic marriages, and their psychopathic trends. All three are orally conditioned. Especially grotesque is the constant flight into divorce and "affairs." As with all psychic masochists who live under "public supervision," the masochistic actor and actress get themselves into greater troubles this way than by the stage fright which is their "private hell."—*A. Weider.*

1159. Eisler, H. E. (2113 N. 18th St., Arlington, Va.) The place of the social scientist in the juridical process. *Psychiat. Quart. Suppl.*, 1949, 23, 300-312.—The author pleads for a modification of the judicial process. He feels that the methodology of pure science should, so far as it is applicable, be introduced into the administration of criminal law. The entire jury system must be revamped. Thus, the juror needs to be educated. A decision regarding the treatment necessary for an offender should be left to a tribunal or boards specifically qualified in the interpretation and evaluation of sociological, psychological, and psychiatric, as well as legal, data.—A. Weider.

1160. Schmidt, Hermann O. (Norwich St. Hosp., Conn.) Comparison of women students in occupational therapy and in nursing. *J. Psychol.*, 1951, 31, 161-174.—Test results were analyzed for affiliate students in Occupational Therapy and student nurses on the MMPI, Rorschach, and Wechsler-Bellevue. Differences between profiles on MMPI were too slight for genuine differentiation; on the Rorschach the overall profiles did succeed in differentiating the two groups; and on both full scale and performance scale of the W-B significant differences did appear. Also the OT group had greater abstracting capacity than the SN's.—R. W. Husband.

1161. Schwebel, Milton. The interests of pharmacists. New York. King's Crown Press, 1951.

xii, 84 p. \$1.75.—Strong Vocational Interest Blanks and a job satisfaction questionnaire were sent to 1500 New York state pharmacists. 450 of the responses were usable. They were divided into one group of 333 satisfied and another of 117 dissatisfied; 188 were classified as apothecaries and 194 as business pharmacists. Among the findings were: (1) members of the pharmacy profession have a recognizable pattern of likes and dislikes, (2) there is some evidence of a difference in the interests of apothecary and business pharmacists, but these differences were not sufficiently great to be converted into a differentiating scale by the methods used, and (3) an interest scale developed on the Strong, differentiates satisfied and dissatisfied pharmacists with moderate success.—W. H. Osterberg.

1162. Weisgerber, Charles A. (U. Detroit, Mich.) The predictive value of the Minnesota Multiphasic Personality Inventory with student nurses. *J. soc. Psychol.*, 1951, 33, 3-11.—"The MMPI, group form, was administered to 72 senior and junior student nurses . . . and ratings obtained on a series of 19 personality traits which are considered necessary for the good student nurse." Analyses showed only slight relationships between practical ratings and MMPI scores. Overall, results showed, too, that the MMPI could not be used as a predictor of training and occupational fitness.—J. C. Franklin.

(See also abstract 637)

Neurology and Psychiatry

Section VIII of Excerpta Medica

The Neurology Section includes abstracts of all articles on neurological survey in addition to general clinical neurology and experimental neurophysiology.

The section on Psychiatry covers the topics usually contained within the meaning of the word. In addition the following special branches are dealt with fully: psychoanalysis, individual and analytical psychology; sexology, criminology, alcoholism and drug addiction as related to psychiatry; psychosomatic medicine; social and industrial psychology and psychiatry, vocational guidance and mental testing; psychometrics; personality testing and the Rorschach test; heredity and statistical studies as they apply to psychiatry. The subjects of mental defect and epilepsy are fully reported.

Annual volume of 1000 pp., including an index classified by author and subject

Subscription price \$22.50 per annual volume

The Williams & Wilkins Company

Agents for the United States, Canada and Central America

Mt. Royal and Guilford Aves.

Baltimore 2, Maryland

Psychology in Use

A Textbook in
Applied Psychology
• Second Edition

Edited by J. Stanley Gray, *University of Georgia*

"I have found this text to be a sound, comprehensive treatment of the broad field of applied psychology. As a major book in the field, its approach is mature; its content is all-embracing; and its format is most commendable . . ."—Hirsch Lazaar Silverman, *Rutgers University (Newark)*

Psychology

Henry E. Garrett, *Columbia University*

"It is a pleasure to find a beginning textbook which is an exposition of basic principles of psychology rather than a survey, necessarily incomplete and over-generalized, of work in the applied fields."

—Sam E. Baden, *Carleton College*

Educational Psychology

Lester D. Crow and Alice Crow, *Brooklyn College*

"New and striking illustrative materials, tables and charts well fitted to the text, excellent arrangement of materials . . . are some of the other features which will appeal to those using the book."

—From a review in *The Educational Forum*

A Laboratory Manual for Social Psychology

Instructor's Guide

Wilbert S. Ray, *Trinity College, Hartford, Conn.*

Experiments in this very flexible new manual may be performed in the ordinary classroom. Very simple apparatus and materials are required. The manual may be used with any basic textbook in social psychology.

American Book Company

55 Fifth Avenue
New York 3, N. Y.
300 Pike Street
Cincinnati 2, Ohio
351 East Ohio Street
Chicago 11, Illinois

(Continued from cover 2)

- | | | | | |
|---------------------------------|--------------------------------|---------------------------|-------------------------|-----------------------------|
| Sacks, J. M., 934 | Sheldon, P., 759 | Stevenson, J. A. F., 1040 | Toussay, R., 674 | Westlake, H., 1017 |
| Salfeld, D. J., 981 | Sherif, M., 817, 823, 834, 858 | Stewart, B., 824, 825 | Townsend, A., 1107 | Wesler, M., 1049 |
| Sal y Romas, F., 1057 | Shock, N. W., 786 | Stogdill, R. M., 826 | Tramer, M., 1008 | Wham, D. B., 710 |
| Sandler, J., 935 | Siegel, L. J., 1039 | Stokes, W., 649 | Traxler, A. L., 1108 | Whyte, W. F., 838 |
| Sanford, F. H., 818, 819 | Silverman, H., 846 | Stone, C. H., 886 | Türk, F., 129 | Wiener, R., 903 |
| Sargent, W., 967 | Silver, K. H., 810 | Stone, J. T., 724 | Turnall, G. M., 1135 | Williams, R. J., 1012 |
| Sargent, S. S., 820 | Simon, H. A., 1155 | Strang, R., 739 | Twedt, D. W., 884 | Willmorth, N. E., 695 |
| Scates, D. E., 1120 | Simon, W., 1044 | Strecke, E. A., 996 | Urbino, C. M., 689 | Wilson, R. C., 695 |
| Schaffer, G. E., 666 | Singer, J. L., 925 | Strohal, R., 609 | | Windle, C., 939 |
| Schamberger, W., 922 | Sivadon, P., 1047 | Strotzka, H., 902 | | Winnick, W. A., 729 |
| Schar, H., 876 | Skowronnek, K., 1156 | Stroud, J., 885 | Valentine, H. B., 973 | Witryol, S. L., 835 |
| Scheffen, A. E., 1044 | Slavson, S. R., 969, 978 | Strughold, H., 684 | van der Horst, L., 1009 | Wittels, F., 755 |
| Schermerhorn, R. A., 852 | Sky, A. W., 626 | Stumpff, F., 1029 | Van Til, W., 860 | Wittenberg, R. M., 828 |
| Schoenberg, H., 710 | Sloan, W., 916 | Suarez, N., 1105 | Vezlard, A., 1010, 1011 | Wittenborn, J. R., 937, 938 |
| Schmidt, H. O., 1160 | Smith, Karl U., 726, 1126 | Sutherland, K. L., 727 | Vitales, M. S., 1121 | Wittman, P., 922 |
| Schmidt, L., 683 | Smith, Kendon K., 705 | Swanson, C. E., 883 | Volkmann, J., 836 | Wittson, C. L., 896 |
| Schmidt, J. F., 785 | Smith, L. M., 843 | Swenson, W. M., 928 | von Eckerst, H., 885 | Witty, P., 759 |
| Schmidt, P., 1058 | Smith, M., 1113 | Sykes, G. M., 877 | von Haeckel, H., 708 | Wolf, E., 685, 687 |
| Schneider, R., 1142 | Snyder, L. H., 795 | Suzar, T. S., 1007 | von Weizsäcker, V., 619 | Wolf, S., 1051 |
| Schneir, T. C., 831 | Snyder, W. U., 908 | | von Wiese, L., 827 | Wolf, H. G., 653, 1051 |
| Schnur, A. C., 1028 | Soygas, D., 942 | Taylor, E. K., 1139 | | Worchel, P., 667 |
| Schofield, W., 891 | Solé, A., 706 | Teirich, H. R., 970 | Waelder, R., 1048 | Wright, H. F., 789 |
| Schultz-Hencke, H., 968 | Sorensen, R. C., 1137 | Terbune, W. B., 997 | Wall, W. D., 752 | |
| Schwartz, C. G., 1045 | Spache, G., 936 | Terman, L. M., 759 | Wallon, H., 760 | Yeu, J. W., 762 |
| Schwartz, M. S., 1045 | Spicer, L., 1138 | Terry, D., 912 | O. M., Jr., 837 | Yeomans, A. V., 1120 |
| Schwartz, S., 857 | Spitz, G., 921 | Thijssen-Schoute, J., 636 | Warner, W. L., 1109 | Young, F. A., 686(a) |
| Schwebel, M., 1161 | Spoel, D. T., 859 | Thompson, G. G., 835 | Wartenberg, R., 694 | |
| Schwieler, O. C., 1072 | Stanton, A. H., 1045 | Thompson, J. A., 978 | Watkins, J. G., 642 | Zander, A., 861 |
| Scolnik, R., 674 | Steer, M. D., 1062 | Thorpe, A. C., 1094 | Webster, P. D., 753 | Zaragora, J., 999 |
| Seaman, M., 1112 | Stein, L., 882 | Thurstone, L. L., 1157 | Weise, P., 728 | Zborowski, M., 862 |
| Segal, S. J., 846 | Stellar, E., 622 | Timp, O., 1106 | Weisgerber, C. A., 1162 | Zeaman, D., 730 |
| Serrurier, C., 636, 640 | Stevens, R. M., 707 | Tinker, M. A., 1088 | Weiss, E., 643 | Zeldenzust, E. L. K., 756 |
| Shannon, C. E., 885 | Stevens, R., 787 | Titone, R., 641 | Wells, F. L., 754 | Zietz, K., 610 |
| Shartle, C. L., 822, 1153, 1154 | Stevens, R. B., 978 | Tomlinson, P. J., 892 | Wender, L., 974 | Zigler, M. J., 685, 687 |
| Shiota, P. H., 1098 | | Tompkins, H. J., 971 | Wepman, J. M., 1013 | Zorbaugh, H., 759 |
| | | Torrance, P., 972 | Werner, H., 885 | Zubin, J., 651, 939 |

¹ The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings. The letter (b) indicates unpublished theses; the letter (f), films.

By HENRY E. GARRETT, Columbia University

search. Classic experiments in sixteen fields of psychology are described and related to current psychological research. A new chapter on social psychology is included. 375 pp. \$3.50

By **BENTON J. UNDERWOOD**, Northwestern University

encouraged by a thorough evaluation of both poorly designed and well designed experiments. Concise summaries; a combined glossary and subject index; and a bibliography are included. 674 pp. \$4.50

By **EDWIN G. BORING**, Harvard University

the previous edition the emphasis is on biographical material, and each chapter is supplemented by a section of bibliographical data.
786 pp. \$6.00

**35 West 32nd Street
New York 1, New York**

Important Textbooks in Psychology

PERCEPTION—An Approach to Personality

By **ROBERT R. BLAKE**, Associate Professor of Psychology; and **GLENN V. RAMSEY**, Professor of Psychology, both of the University of Texas. In collaboration with 13 authorities in the personality field.

"This is an excellent symposium. Far more than is usual with this type of book, it achieves a high degree of systematic coverage."—Professor **M. BREWSTER SMITH**, Vassar College. "... a really significant and exciting volume. Even the papers just by Morgan, Bruner, and Frankel-Brunswick, ... look like enough to justify the whole book."—Professor **ROBERT LEEPER**, University of Oregon. 442 pp. \$6.00

PERSONALITY—Development and Assessment

By **CHARLES M. HARSH**, Professor of Psychology, Pomona College; and **H. G. SCHRICKEL**, Assistant Professor of Psychology, University of Nebraska.

"One of the best books in the field. The realistic approach of the authors ... fills a great need."—Professor **CLARA A. RIDDLE**, The Florida State University. "I like very much the genetic approach ... this is not only a very sane way to present the subject of personality, but it should prove to be of practical use to students in everyday life."—Professor **ELIZABETH B. HURLOCK**, University of Pennsylvania. \$5.00

The ABNORMAL PERSONALITY

By **ROBERT W. WHITE**, Director of the Psychological Clinic, Lecturer on Clinical Psychology, Harvard University.

"... an excellent basic text for any course in Abnormal Psychology. Especially noteworthy were the sections on psychotherapy and neurotic trends."—Professor **EDWARD S. KARON**, University of Akron. "It is clearly written, liked by the students, and from my point of view, tries to get at underlying causes, rather than descriptive labels."—Dr. **NATHAN M. GLASER**, Illinois Institute of Technology. \$5.00

The PSYCHOLOGY of MENTAL HEALTH

By **LOUIS P. THORPE**, Professor of Education and Psychology, Former Director of the Psychological Clinic, The University of Southern California.

"THE PSYCHOLOGY OF MENTAL HEALTH is the most comprehensive text in mental hygiene that I have seen ... an excellent text."—Professor **PAUL McNEELY**, George Fox College. "... the most thorough and comprehensive book in its field."—**ALEXANDER H. SCHNEIDERS**, Director, Department of Psychology, University of Detroit. "... especially to my liking ..."—Professor **MARY B. DALTON**, University of Chattanooga. \$5.00

A PRIMER for PSYCHOTHERAPISTS

By **KENNETH MARK COLBY, M.D.**, Adjunct in Psychiatry, Mount Zion Hospital, San Francisco; Clinical Associate, San Francisco Institute of Psychoanalysis.

"The book is excellent. It fills a much needed gap in therapeutic training, a simple, direct textbook to help the beginning therapist appreciate and understand the technique of psychotherapy."—Dr. **GORDON F. DERNER**, Columbia University. "I am acquainted with no book that sets forth with greater clarity, conciseness, and simplicity, the essential functions of the psychotherapist."—**ELDRED F. HARDTKE, M.D., Ph.D.**—Indiana University. \$3.00

LEARNING THEORY and PERSONALITY DYNAMICS

By **O. HOBART MOWRER**, Research Professor of Psychology, University of Illinois.

"This volume is unique in that it is a book of readings of theoretical, experimental, and applied publications by a single author in what were regarded a few years ago as two somewhat distinct fields ... highly important contributions to personality theory ... The diversity of the articles presents a versatility seldom found among psychological specialists of the high competence of Mowrer."—**JOURNAL OF CONSULTING PSYCHOLOGY**. \$7.50

The Ronald Press Company

15 East 26th Street

New York 10, N.Y.

